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ABSTRACT

A study identified the critical areas in which single parents and homemakers need assistance so that they can complete educational programs to prepare them to enter the work force. A questionnaire was developed that examined such factors as single parent/homemaker demographics, work history, self-confidence, career awareness, education-related expenses, and school absentee policies. The population consisted of 386 single parents and 112 homemakers. Results produced this profile of the representative single parent and the homemaker: female, aged 22-35, white, a high school education or less, and with small children. The typical single parent was divorced; the homemaker was usually married. Both groups were enrolled primarily in vocational programs and had employment experience. primarily in vocational programs and had employment experience. Analysis showed an above average self-esteem rating for both groups. They spent 21-30 hours per week at school; over one-fourth worked up to 24 hours per week. Both groups needed financial assistance, but single parents needed it more. Single parents needed child care assistance. Both groups needed emotional support and education/job preparation assistance. They seemed to have somewhat realistic expectations about future employment and earnings and to be closely following the footsteps of their parents with respect to education and job preparation. (Extensive data tables are provided. The instrument and a 56-item bibliography are appended.) (YLB)

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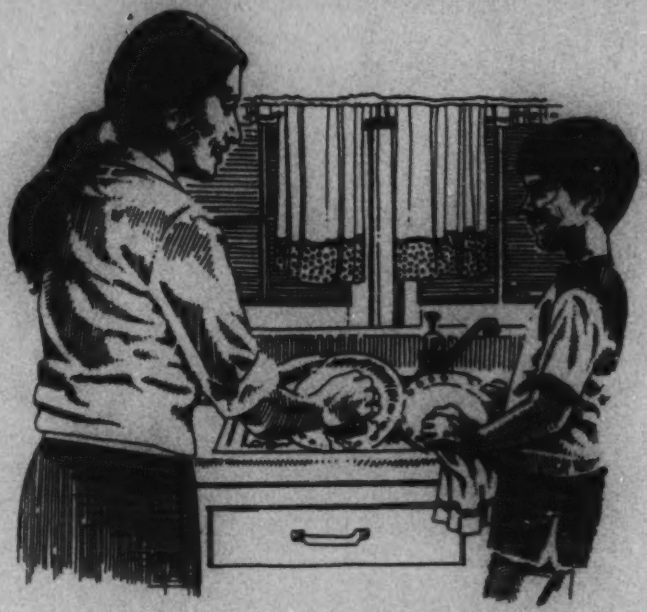

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Kentucky Needs Assessment

for

Single Parents and Homemakers

Final Report

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ABSTRACT

This study identified the critical areas that single parents and homemakers need assistance in order for them to complete educational programs that will prepare them for entering the work force. Using the findings of previous research as a guide, researchers developed a questionnaire that examined such things as single parent/homemaker demographics, work history, self-confidence, career awareness, education related expenses and school absentee policies. Findings should be of special interest to secondary and post-secondary school administrators, single parent/homemaker program directors and government funding and policy-making agencies.

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CHAPTER I

Introduction

STATEMENT OF THE PROBLEM

Anyone familiar with sex equity issues is aware that women, in general, suffer a disadvantage in the work force. They tend to be concentrated in the low paying occupations and many times are the victims of sex discrimination. There are sub-groups of women, however, who face special obstacles when trying to prepare and compete in the world of work--the single parent and the homemaker.

Single parents, many of whom are teenagers and understandably emotionally immature, face problems associated with child-rearing without a spouse and must prepare for paid employment. Problems frequently associated with this group include: providing financial support for their family, making arrangements for child care, managing household finances, and dealing with daily family crises.

The homemaker, similarly, must prepare for paid employment. Obstacles already identified for this group include possible age discrimination and lack of recognition on the part of business and industry as to their possible contribution in the workplace because they may have been "just housewives" for 10-30 years. A displaced homemaker, essentially a sub-group of homemakers, many times has the added obstacle of needing to overcome emotionally, as well as, financially the loss or disability of a spouse.

Identification of the above groups along with formulating broad generalizations provides the framework for stating the purpose of this research project which is:

"to identify the critical areas which single parents and homemakers need assistance in order for them to complete an educational program."

This will enable secondary and post-secondary vocational school program administrators to establish programs that will provide the necessary support services which will enable these individuals to complete training programs and enter the work force as productive, contributing adults.

Two specific limitations with respect to this project were identified:

1. the degree to which the sample population could be said to represent the target population (single parents and homemakers in Kentucky). There was no randomization of subjects. Instead subjects were chosen from naturally occurring groups. Also, since vocational, high school, and various homemaker programs provided the participants, the findings are more likely to represent single parents/homemakers enrolled in education programs than single parents/homemakers throughout Kentucky. (See section headed SUBJECTS for further information.)
2. accuracy of data. The success of this project depended heavily on the partic pants' accurate interpretation of a survey instrument, as well as, an accurate conveyance of their responses. In other words, accuracy is subject to the correctness of an individual's response. As with all data gathering methods of this type, there are inherent

problems: Subjects may misinterpret questions, respond how they believe the researchers want them to respond instead of how they truely feel, etc.

OBJECTIVES

This project focused upon the following objectives as they relate to single parents and homemakers:

1. Developed a demographic profile.
2. Determined what kinds of programs they are enrolled in, e.g. vocational, self-awareness, etc.
3. Determined work history.
4. Assessed self-confidence.
5. Determined time devoted to school and work.
6. Determined personal and educational needs related to successful program completion and if these needs are being met by the educational system.
7. Determined costs associated with staying in school, i.e. transportation, school supplies, etc.
8. Determined career awareness--how much these groups know about the world of work.
9. Compared the educational and vocational backgrounds of the groups' parents to the target groups.
10. Assessed school absentee policies and the number of days missed per month due to their children's illness or handicap.

DEFINITION OF TERMS

vocational programs--any structured program/course designed to prepare an individual for employment, e.g. career guidance, career exploratory and self-awareness programs. Programs/courses may be offered by universities, secondary and post-secondary vocational/technical schools, high schools and community colleges.

homemaker--a male/female person who has worked primarily in the home performing unpaid services and dependent on another person's income for support. Because of various circumstances, including divorce and death or disability of a spouse, these individuals must enter the work force. Due to factors such as lack of educational preparation or outdated skills, they cannot enter the work force at a salary large enough to maintain a minimal standard of living (above the government defined poverty level for a family unit) without further education or training. For the purpose of this study, no minimum amount of time worked in the home was set as criteria for qualifying one as a homemaker. Individuals who described themselves in the above manner were asked to complete surveys if they were enrolled in a homemaker program that participated in the study.

single parent--a male/female person who is unmarried (divorced, single, widowed), legally separated or physically separated from their spouse due to a military separation etc., and must have dependent children under 18 years of age living in their home at

least 50% of the time. Note: single parents can also be homemakers. For the purpose of this project, single parents, who were also homemakers, were classified as single parents.

vocational education center--a secondary vocational education school which serves the students of several feeder high schools. These centers enroll primarily high school juniors and seniors.

vocational-technical school--post-secondary vocational-technical schools serving students who have graduated from high school or who have obtained the General Education Development (GED) diploma.

high school teenage parent program--special service programs found primarily in senior school grades 9 though 12. Programs are designed to provide special assistance to teenagers who are pregnant or who have small children. Primary focus is to assist students in the process of preparing for work and learning how to be a parent.

community college--post-secondary associate degree granting institutions. Programs include technical education and college transfer work.

LITERATURE REVIEW

The growth in the number of families consisting of a lone parent maintaining a household with one or more of his or her own children is one of the most dramatic and far reaching demographic changes occuring in the United States in the past 10 to 15 years. The increase in this type of family has been due to high rates of separation, divorce and by women having babies before marriage. Single parent families have had a profound influence on the social and economic character of the United States. Similarly, each state and local community are also affected in that the citizens have seen an increase in the demand for the various entitlement programs which attempt to alleviate the problems encountered by the single parents. The U.S. Census Bureau (1983) reports that one of every five families with children under 18 in 1984 was a one-parent family, up from one out of every 10 in 1970. During the years spanning 1970 to 1984, the number of one-parent families more than doubled--from 3.2 million in 1970 to 6.7 million by 1984. By comparison, the number of such families increased by only 40% between 1960 and 1970, which is still considerable growth.

The term "single parent" usually conjures up an image of a custodial mother "going it alone," bearing completely the burdens and responsibilities of raising the child. This picture is a fairly accurate one because the overwhelming number of single parents are mothers; in 1982 over 91% of the children living with single parents

lived with their mothers (U.S. Bureau of Census, 1983). In 1982, of the children living with single parent mothers, only 9% of the mothers were widowed, while 69% were separated or divorced and 22% were never married (U.S. Bureau of Census, 1983).

Further, the single parent increasingly is becoming the disadvantaged, single teenage mother. The adverse consequences of teenage childbearing are well documented. In addition to the health risk for both mother and child (Baldwin & Cain 1981), and diminished educational and vocational achievement for the teenage mother, a large number of adolescent mothers remain single, ill prepared to provide for themselves and their children. Ironically, the ultimate economic position of women who marry and whose marriages subsequently break up is more desperate than that of women who never marry (Furstenberg & Crawford, cited in Campbell, F. et al., 1986). Clearly, adolescents constitute a subgroup of single, or potentially single, parents which are especially in need of human services.

Teenage mothers have two primary routes to self-sufficiency: through employment earnings or marriage. For the majority of unmarried teenage parents, the most common path is through employment. Yet the obstacles these teens face in securing employment are enormous. They bring to the labor force little in the way of human capital, they lack educational credentials, have little prior work experience, have few marketable skills and have parenting responsibilities. Furthermore, they are competing in a difficult market. Teenage employment rates averaged around 17% over the 1977-1980 period, and rose to over 23% in 1983. For minority

teens, the unemployment rate in 1983 was over 36%.

Early work experience and job training appear to be critical to the future employability of young mothers. Studies have consistently shown that adult employability and earnings are positively related to opportunities to gain job experience during youth. One study found that early work experience has a particularly strong effect on the earning potential of young women who become mothers before age 19 (McLaughlin, 1979).

Offering vocational and employment-related services to young parents will not be a panacea to the problems associated with being a single parent, but there are several reasons for believing that it is worthwhile to make an investment in the future of these young people. For without marketable skills, single parents will not be able to compete successfully for jobs that pay a liveable wage. Providing single parents with a means to enter the labor force should increase their self-sufficiency, and should, therefore, be a cost-effective measure.

In addition to the teen single parent, a sizeable subgroup of single parents, is the new divorced single parent. It is reasonable to conclude that as one becomes a single parent mother, one also becomes financially disadvantaged, or at least dependent, in many cases, on aid from outside sources. The single parent mother with dependent children is faced with a double dilemma--the need to work to provide income for the family and the need to find adequate child care for her dependent children. More than 71% of the women 16 years of age and older, who are divorced, are now employed (House,

1976). In many cases, this is the first employment since the birth of her children. The situation creates a critical need for the single parent to find adequate child care.

While single parents are performing full-time on the job, they are managing their combined work/family demands on one income, usually of a low paid woman and without assistance of another adult to provide practical and emotional support. Overall, the work setting appears to be a vital element in the support network for single parents by providing both financial and emotional support. In spite of their best efforts, the single parent is in need of a number of services which are not available in most communities. These services include various forms of counseling, child care enrichment, after school programs and parent education.

Single parent fathers, on the other hand, appear to have fewer problems. Risman (1986) reported that few single fathers recruit either female kin or paid help to perform the "female" task of housekeeping. Homemaking does not appear to be a problem for single fathers. They do, however, report some problems: such as, worry that their daughters lack a female role model. Risman reports in her study of single fathers that they are generally satisfied with their perceived competence as single parents and single adults. While none of the studies reviewed tested the level of income as a factor in creating this feeling, it would appear that as each parent was able to meet the economic need of their family, their feeling of competence as a single parent improved.

Sommers (cited in the Displaced Homemakers Research Project,

1981) in 1974 coined the term "displaced homemaker" to describe those persons who have been "forcibly exiled from their roles, occupation, dependency status and livelihood." This is somewhat analogous to displaced persons forcibly exiled through social upheaval or war. A displaced homemaker is an individual who has experienced a sudden personal and economic dislocation from the home where she/he has usually been doing unpaid labor and depended upon the income of another family member for support. This dislocation is usually the result of separation, divorce, death, disablement of the spouse or departure of children from the home. Most of these persons are women between the ages of 34-64 years of age who have not been gainfully employed for a number of years.

The specific needs of the displaced homemaker, while similar in some respects to those of single parents, are also unique and can make their entry into the labor force difficult. Most humans become comfortable with their customary lifestyle, and when the pattern is upset, they become frustrated and unable to solve problems by usual means. Displaced homemakers often face several crises of problems at one time. These may include, abandonment, loss of income, vocational failure, aging, social isolation from friends and community, and a change of duties and habits. Bagby (1979) indicates that these crises result in an accumulative effect intensifying feelings of desperation and confusion.

Brooks (1976) describes six adjustment processes that displaced homemakers often experience indicating that these may cause them to seek educational help or counseling. Described are:

The emotional process is the shift from hurt and pain at the death of a relationship and loss of familiar duties and habits, to a feeling of being worthwhile, independent, and capable.

The legal process is the shift from being uninformed, uninvolved, and confused about legal matters to questioning, probing the law, and taking active responsibility for one's legal affairs.

The economic process is the shift from being dependent on a breadwinner's income, credit and financial planning, to establishing independent financial and vocational skills.

The parental process is the shift from dependency on the status and relationships of husband and children, to building independency through a circle of one's own friends and social supports.

The psychic process is the shift from fear, despair, and loneliness to hope, purpose, confidence, and a sense of security.

These changes are not easy for displaced homemakers. Along the

way, feelings of guilt, depression, fear, lack of self-esteem, panic, despair and social isolation may occur. Self-confidence needs to be rebuilt, often through mutual support provided by other displaced homemakers or by counseling. A new lifestyle will not evolve until a satisfactory social and psychological adjustment has been achieved.

The job-related problems of the displaced homemaker are extensive and sometimes beyond the control of the individual. Employers are often reluctant to hire older workers in jobs which have fringe benefits such as retirement, disability, sick leave, etc. In addition, employers may prefer younger workers. The majority of entry-level jobs that are available fail to provide the income needed to maintain a reasonable standard of living and there are few training programs for older women.

The lack of recent paid work experience, credentials and marketable skills, further complicate the problem. The Neglected Womens' Report (1977) indicates that programs do exist that assist displaced homemakers. However, displaced homemakers are often unaware of the offerings or unaware that the programs could meet their specific needs. Many agencies that could serve these clients have no recruitment plan for displaced homemakers and no plans for serving their needs.

The Comprehensive Report and Training Act Amendments of 1978 (Public Law 95-524) amending and reauthorizing CETA of 1973, provide for the establishment of displaced homemaker/single parent programs. Funds have been allocated for the purpose of determining the needs of these groups and establishing support services to meet those

needs. Comprehensive needs analyses have been conducted by a number of states, as well as, evaluations of the effectiveness of established support services.

Characteristics of Displaced Homemakers/Single Parents

Both groups--displaced homemakers and single parents have a number of needs in common. The need that best distinguishes between single parents and displaced homemakers is that of child care. Single parents typically require child care because it is mandatory that they work to support their families. By definition, in many states, a displaced homemaker is a person who is 35 years or older who must work to support him/herself. By virtue of age, many homemakers may have dependent children (forty-five percent of displaced homemakers support one or more children [Arkansas study, 1979]) but may not require child care because the children are over 13 years of age. In other words, a single parent is likely to be under 35, have a small child or children requiring child care, and have many needs similar of a displaced homemaker.

The Displaced Homemakers Research Project (1981) compared the definitions of what constituted a displaced homemaker from fifteen sources including the following: U.S. Department of Labor Woman's Bureau; Illinois State Board of Education; and displaced homemaker bills from the states of Michigan, Ohio, Indiana, Arizona, Nebraska, New Mexico, and Colorado. A consensus from this comparison indicated the three following primary criteria for the definition of the displaced homemaker:

1. male/female person.
2. homemaker (worked in the home providing unpaid services for the family).
3. has been dependent on public assistance or on the income of another member of the family, but is no longer supported by this income.

The secondary criteria included:

1. has lost income of spouse through divorce, widowhood, disability of spouse, separation or desertion.
2. underemployed (homemaker/part-time worker looking for full-time work.)
3. has lost or will lose public assistance during the next two years.

The issue of age, generally wasn't important. However, some states designate that only persons over the ages of 35 and 40 can be considered as displaced homemakers.

A displaced homemaker is considered as not having appropriate skills necessary for employment adequate to maintain a subsistence existence. This includes individuals with no work experience, as well as, individuals who have been out of the workforce for five or more years or those with simply inadequate skills (Armstrong, 1983).

The Curriculum Guide (1979) developed from a needs assessment of Arkansas displaced homemakers outlined the educational backgrounds of displaced homemakers as follows: 9% have completed some graduate study, 17% have a college diploma, 54% have a high school diploma, and 46% have less than a high school education. Bromley's 1982

needs analysis conducted in Florida concurs with these results. The Displaced Homemakers Research Project (1981), however, determined that the typical displaced homemaker had no more than a 12th grade education. These disparities in the literature imply that all levels of the educational system have the potential to be of service to the displaced homemaker.

Arnold (1981) represents the consensus of others (Bromley, 1982; Lisack, 1979; Neely, 1981) regarding needs and suggests the following five categories as inclusive of the needs of displaced homemakers:

1. informational needs about services available.
2. financial needs--both long and short term.
3. personal counseling needs to aid in becoming emotionally stable and self-sufficient (crisis counseling, peer support groups, self-awareness, assertiveness training), career counseling/assessment (skills assessment, job market information, job search information).
4. vocational needs for employment at a level sufficient to support their families.
5. education and training needs to prepare for a first or better job (especially nontraditional skills), job placement, job development, job advocacy.

It seems appropriate here to make an analogy and compare the needs of a displaced homemaker to Maslow's "hierarchy of needs." Note that these needs are presented according to priority of satisfaction. In other words, needs 1-4 need to be met, and in that

order, before educational and training needs can be met. McChesney (1979) identified this concept as a result of interviewing displaced homemaker agency personnel who concurred that "the immediate need of the displaced homemaker is to cope and function as a person, with education and/or job training subsequent." In addition, many problems identified with meeting these needs included:

1. lack of stable funding.
2. age discrimination.
3. transportation.
4. catch 22 situation, i.e. If an individual has a home or property and does not make enough money to become self-sufficient, they must go on welfare. Once on welfare, they are not considered a displaced homemaker.

The Arkansas study (1979) adds to this list the following needs:

1. medical care.
2. legal advice and counsel.
3. suitable housing.

Arnold (1984) suggests that the displaced homemaker's status is framed in a society which does not consider work in the home as "real work" or the work done outside of the home (traditional women's jobs of clerical service, etc.) as important enough to earn salaries sufficient for at least subsistence existence. This insight suggests a shift from traditional female jobs to more traditionally male jobs. This orientation has been adopted by a number of states including California, New York, Florida, and Indiana.

As mentioned earlier, single parents are likely to share many of the needs of displaced homemakers, plus the added responsibility of child care. The need for child care depends greatly on the age of the parent and the age of the child or children.

Lack of the availability of adequate child care appears to influence the likelihood of parents completing their education. In a 4 1/2 year longitudinal study involving single teenage mothers (Campbell, Breitmayer, and Ramey, 1986), it was determined that women that were offered free educational day care (N=14) were more likely than the control group, single teenage parents not offered free day care (N=15) to complete high school, obtain post-secondary training and become self-sufficient.

The above results concur with the economic consequences of teenage parenting identified in Polit's (1986) study; Teenage parents are at a high risk of becoming welfare recipients. Nearly 2/3 will require AFDC at some point. In addition, Ellwood's study, also cited in this report, states that over 1/3 of the women who become AFDC recipients at age 21 or younger will have a minimum of 9 continuous years of welfare assistance.

Norton and Glick (1986), while developing a profile of the single parent from available U.S. demographic data, discovered that single parents were likely to complete less than a high school education, whereas, married couple parents were likely to be college graduates. It was also found that 88% of single parent families were mother-child families and 11% were father-child families. If it were not also a fact that male single parent heads were found to

be more economically well-off, due to a generally higher educational attainment than the female single parent heads, one might mistakenly conclude that this condition (single parenting) is generally as devastating for men as it is for women.

Project Redirection (cited in Pilot, 1986) selected a sample of 700 young women from eight communities nationwide and asked them to comment on their hopes for the future. The need most frequently identified was job training and employability. Tangently related to this, two authors (Rivers, 1986; Burden, 1986) noted that working women tend to suffer less from stress than their non-working counterparts. Women who work, especially those that have challenging jobs, suffer from less mental illness, have a higher self-esteem, overall well-being, and a happier homelife.

CHAPTER II

Methods

SUBJECTS

The Kentucky Department of Education, Office of Vocational Education, provided us with a list of the funded single parent/homemaker programs throughout the state of Kentucky. This list, along with the Vocational Education Directory, provided the foundation for the accessible population. The accessible population was comprised of vocational education centers, vocational-technical schools, community colleges, universities, high school teen parent programs and county board of education offices involved in conducting single parent/homemaker programs. (See Appendix A for a breakdown of the number of agencies contacted by type and the number and percent that participated.)

The sampling method chosen consisted of surveying these naturally occurring groups of single parents and homemakers. Since many schools and single parent/homemaker programs have already identified these types of students, the logical choice was to contact these organizations and request help.

Out of the 110 agencies contacted, 26 agreed to participate in the study. The participating agencies were asked to identify individuals for our sample based on the definitions described in the previous section. The agencies were also requested to appoint an individual familiar with the survey process to administer the survey to the subjects. The number of single parents and homemakers that completed the surveys from each organization varied from as little as 1 or 2 to as many as 60-70, depending upon the availability and census of these client groups.

PROCEDURES

The project duration was twelve months--April 1986 to March 1987. During this time frame the following objectives were accomplished:

1. A comprehensive literature review was conducted. (April & May)
2. A preliminary survey targeting the needs of single parents and homemakers was developed and critiqued by a panel of experts. (See Appendix B for the names and addresses of panel members.) (June & July)
3. Appropriate revisions were made in the survey according to recommendations made by the panel. (July)
4. The instrument was pilot tested. (August)

   Description: A project representative administered the survey to 28 single parents attending Jefferson State Vocational-Technical School and Manpower Skill Center, 727 West Chestnut, Louisville, Kentucky 40203. Prior to administration, the project representative discussed with the participants, as a group, the significance of their participation and solicited their cooperation. Participants were requested to speak freely about any problems or concerns they might have regarding the instrument and encouraged to jot down any suggestions, comments, etc. they might have in the margins of the survey form. As the survey was being completed, the project representative circulated throughout

the room, answered questions and discussed the survey with respondents. The participants were very cooperative, and flaws in the survey were quickly identified.

5. Final revisions were made in the survey and the instrument was submitted for duplication. (September)
6. Vocational school principals and siate single parent/homemaker program directors were sent a letter describing the project and requesting participation. A self-addressed, postage-paid postcard was enclosed with the letter to encourage response. (August) (See Appendix A, for the breakdown of the number of agencies contacted by type and the number and percent that participated. Appendix C contains a copy of the cover letter.)
7. Researchers coded the questionnaires to facilitate data entry later into the statistical program purchased for this project (StatPac [Statistical Analysis Package designed for the IBM and prepared by Walonick Associates]). The codebook and template for defined screen entry was also prepared at this time. (September)
8. Letters were mailed to agencies that agreed to participate in the study thanking them for their cooperation and requesting that a time be scheduled for project personnel to meet with them at their organization to discuss the project. (September) Note: the original communication regarding this study stated that University of Louisville personnel would administer the survey. Logistical problems made agency

appointed administrators a more feasible alternative in most cases.

9. As agencies responded to the request for a meeting with project personnel, letters were mailed to each agency confirming a specific date and time. Agencies that failed to respond to our initial request were contacted by phone, and meeting arrangements were confirmed at that time. (October)
10. Project personnel met with various agency personnel throughout the state as scheduled. During these visits, the project personnel discussed with a program representative the significance of the study, the survey administration procedures and answered questions. The researchers hoped that this process would generate goodwill and maximize cooperation and understanding of the project purpose and procedures. An appropriate number of surveys, directions for administration, and a self-addressed, postage-paid envelope for easy return of the completed surveys was left with the agency contact person. (For a copy of these items see Appendix D.) Note: a few of the agencies discussed the above with project personnel by phone, instead of having a face-to-face meeting, and were mailed the above items because of either conflicting schedules or too few subjects available to justify the travel time to make a personal visit. (October & November)
11. As questionnaires were returned, data was entered into the computer data files. (October, November & December).

12. Data was analyzed via computer. (January)

13. The final report was written. (January, February & March)

INSTRUMENT

The instrument utilized in this study was in the form of a questionnaire that was divided into three major sections--a needs assessment (NA), career awareness (CA) inventory and self-esteem (SE) inventory. (See appendix D for a copy of the questionnaires). Questions on the questionnaire were selected and based on needs identified from previous research in this area. Each question was then scrutinized by a panel of experts, revised, pilot tested and revised again before being distributed.

Each major section of the questionnaires was designed to fulfill the objectives outlined in the original proposal. Since the researchers suspected that single parents and homemakers, as groups, might have some different needs and characteristics, it was decided to design two sets of questionnaires--one for single parents and one for homemakers. This way data for each group could be entered into separate data files and needs could be compared, as well as, analyzed according to the previously stated objectives.

Note that the survey forms for the single parent and homemaker are identical except for the directions/definition portion and question number 1. After the surveys were distributed, two weaknesses in the homemaker survey were discovered:

1. The title of the homemaker survey referred to displaced homemakers instead of just homemakers. It was feared that some confusion might result, however, none was called to the researchers' attention.

2. Question number 1 on the homemaker survey was missing a possible alternative "never married," as in the case of a spinster who cared for the home and/or took care of a disabled family member for many years. Ninety-five percent of the participants responded to either one of the listed alternatives or wrote in another alternative alongside this question on the survey, so it was determined that the effect was negligible.

DATA ANALYSIS

The questionnaire was designed so that information could be quickly coded for entry into the StatPac Computer Program. For example, when a respondent chose the alternative labeled female for question number 3 on either the single parent or homemaker survey form, a number 2 was entered into the computer program for that variable for that record. Simply put, the number in ( ) to the right of each alternative on the questionnaire was the computer code for that variable. Questions that were missing the codes in ( ) were multiple variable questions or fill-in-the-blank type questions. Multiple variable questions were coded in the codebook as 1=yes (checked) and 2=no (unchecked). Fill-in-the-blank questions were not coded.

As completed surveys were returned, they were separated into two groups--single parents and homemakers. The single parent survey responses were entered into one data file and homemaker survey responses were entered into another. StatPac calculated frequencies for each question and each response for the two groups. (See tables 1, 2 and 3) Responses to fill-in-the-blank questions and unsolicited comments were gleaned from each questionnaire, categorized and tabulated manually. (See Appendix E for a summary.)

The analysis for the self-esteem portion of the survey was more complicated than merely calculating frequencies for each response for each question. In addition to this step, the following procedure was employed: We devised a rating scale using whole

numbers ranging from 1 - 5. Number 1 represented the lowest rating of self-esteem and number 5 was the highest.

1 2 3 4 5

low self-esteem high self-esteem

Each question was analyzed to determine what response would indicate the highest self-esteem. This response was rated number 5. The response that indicated the next highest level of self-esteem was rated number 4 and so on until all 5 responses for each question were rated.

An item mean was determined for each question by multiplying the frequency number of each response and the assigned number rating, totaling these amounts and dividing by the total frequency number.

example:

question 1: I find it hard to talk to strangers.

possible responses	rating		frequency number		
SD	5	X	152	=	760
MD	4	X	74	=	296
NAD	3	X	48	=	144
MA	2	X	78	=	156
SA	1	X	30	=	30
Totals			382		1386

1386/382 = 3.63 = item mean

(See table 4 page 80 for the item mean for each question for the single parent and homemaker groups.)

CHAPTER III

Results

Table 1

Needs Assessment of Single Parents and Homemakers

SINGLE PARENTS (N = 386)			HOMEMAKERS (N = 112)		
Status	Number	Percent	Status	Number	Percent
Divorced	223	58.1	Divorced	10	9.4
Widowed	15	3.9	Widowed	6	5.7
Separated	38	9.9	Separated	4	3.8
Never married	75	19.5	Married	74	69.8
Married/apart from spouse	33	8.6	Married/disabled spouse	12	11.3
Total	384	100.0	Total	106	100.0
Missing cases =	2		Missing cases =	6	
Response percent =		99.5	Response percent =		94.6

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Age:				
16-21 years	44	11.4	7	6.3
22-35	256	66.5	63	56.3
36-50	82	21.3	34	30.4
51 and over	3	.8	8	7.1
Total	385	100.0	112	100.0
Missing cases =	1		0	
Response percent =		99.7		100.00
Sex:				
Male	12	3.1	1	0.9
Female	374	96.9	111	99.1
Total	386	100.0	112	100.0
Missing cases =	0		0	
Response percent =		100.0		100.0
Race:				
White	328	85.4	108	96.4
Black	51	13.3	4	3.6
Other	5	1.3	0	0.0
Total	384	100.0	112	100.0
Missing cases =	2		0	
Response percent =		99.5		100.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Highest Educational Attainment:				
Less than grade 8	2	.5	1	0.9
Completed grade 8	11	2.8	5	4.5
Some high school	30	7.8	6	5.5
GED	77	19.9	38	34.5
Completed high school	140	36.3	33	30.0
Technical or trade school, etc.	43	11.1	4	3.6
College 1 year	51	13.2	15	13.6
College 2 years	25	6.5	4	3.6
College 3 years	4	1.0	3	2.7
College 4 years	3	.8	1	0.9
Total	386	100.0	110	100.0
Missing cases =	0		2	
Response percent =		100		98.2
Years since last in school:				
Less than 1 year	62	16.2	12	10.8
1-5 years	87	22.8	19	17.1
6-10 years	95	24.9	18	16.2
More than 10 years	138	36.1	62	55.9
Total	382	100.0	111	100.0
Missing cases =	4		1	
Response percent =		99.0		99.1

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Highest grade completed by father:				
Less than grade 8	96	27.5	42	40.8
Completed grade 8	61	17.5	21	20.4
Some high school	49	14.0	19	18.4
GED	11	3.2	2	1.9
Completed high school	70	20.1	14	13.6
Technical or trade school, etc.	25	7.2	2	1.9
College 1 year	9	2.6	2	1.9
College 2 years	12	3.4	0	0.0
College 3 years	1	0.3	0	0.0
College 4 years	15	4.3	1	1.0
Total	349	100.0	103	100.0
Missing cases =	37		9	
Response percent =		90.4		92.0
Highest grade completed by mother:				
Less than grade 8	62	16.6	37	34.3
Completed grade 8	67	18.0	15	13.9
Some high school	72	19.3	23	21.3
GED	31	8.3	5	4.6
Completed high school	99	26.5	17	15.7
Technical or trade school, etc.	13	3.5	4	3.7
College 1 year	7	1.9	3	2.8
College 2 years	14	3.8	2	1.9
College 3 years	1	0.3	1	0.9
College 4 years	7	1.9	1	0.9
Total	373	100.0	108	100.0
Missing cases =	13		4	
Response percent =		96.6		96.4

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Available education programs for job preparation?				
Yes	370	36.9	107	97.3
No	12	3.1	3	2.7
Total	382	100.0	110	100.0
Missing cases =	4		2	
Response percent =		99.0		98.2
Present program enrollment:				
Vocational	267	70.4	65	63.1
GED	14	3.7	3	2.9
Self-awareness	16	4.2	13	12.6
Other	89	23.4	22	21.4
Total	*		103	100.0
Missing cases =	7		9	
Response percent =		98.2		92.0

*A few respondents chose more than 1 answer, so totals were purposely omitted.

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Type of program:				
Male/female	137	37.0	37	35.2
Non-traditional	52	14.1	19	18.1
Traditional	181	48.9	49	46.7
Total	370	100.0	105	100.0
Missing cases =	16		7	
Response percent =		95.9		93.8
Hours at school per week:				
1-15 hours	109	29.1	24	23.3
16-20 hours	41	10.9	8	7.8
21-25 hours	43	11.5	11	10.7
26-30 hours	182	48.5	60	58.3
Total	375	100.0	103	100.0
Missing cases =	11		9	
Response percent =		97.2		92.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Children ages infant to 4 years:				
0 children	103	36.1	42	59.2
1 child	146	51.2	25	35.2
2 children	29	10.2	4	5.6
3 children	7	2.5	0	0.0
4 or more children	0	0.0	0	0.0
Total	285	100.0	71	100.0
Missing cases =	101		41	
Response percent =		73.8		63.4
Children ages 5-11 years:				
0 children	112	36.2	31	43.7
1 child	135	43.7	31	43.7
2 children	50	16.2	7	9.9
3 children	11	3.6	2	2.8
4 or more children	1	0.3	0	0.0
Total	309	100.0	71	100.0
Missing cases =	77		41	
Response percent =		80.1		63.4

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Children ages 12-18 years:				
0 children	150	52.8	37	50.0
1 child	106	37.3	24	32.4
2 children	21	7.4	10	13.5
3 children	7	2.5	2	2.7
4 or more children	0	0.0	1	1.4
Total	284	100.0	74	100.0
Missing cases =	102		38	
Response percent =		73.6		66.1
Weekly childcare expense:				
Under $10.00	127	35.3	38	56.7
10.01 - $25.00	60	16.7	15	22.4
25.01 - $40.00	108	30.0	7	10.4
40.01 - $60.00	43	11.9	6	9.0
60.01 - $80.00	13	3.6	1	1.5
80.01 - $100.00	5	1.4	0	0.0
over $100.00	4	1.1	0	0.0
Total	360	100.0	67	100.0
Missing cases =	26		45	
Response percent =		93.3		59.8

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Average number of school days missed per month due to childhood illness:				
0 days	203	54.0	57	78.1
1 - 2 days	122	32.4	12	16.4
3 - 5 days	33	8.8	4	5.5
6 - 10 days	15	4.0	0	0.0
over 10 days	3	0.8	0	0.0
Total	376	100.0	73	100.0
Missing cases =	10		39	
Response percent =		97.4		65.2
Do school absentee policies meet your needs?				
Yes	236	63.4	63	68.5
No	136	36.6	29	31.5
Total	372	100.0	92	100.0
Missing cases =	14		20	
Response percent =		96.4		82.1

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Yearly income:				
Under $5,000	283	75.7	47	43.5
5,001 - $7,500	61	16.3	18	16.7
7,501 - $10,000	21	5.6	20	18.5
10,001 - $12,000	4	1.1	5	4.6
12,001 - $15,000	2	0.5	3	2.8
15,001 - $20,000	2	0.5	7	6.5
Over $20,000	1	0.3	8	7.4
Total	374	100.0	108	100.0
Missing cases =	12		4	
Response percent =		96.9		96.4
Sources of income:				
Alimony	14	3.6	1	0.9
AFDC	176	45.7	8	7.1
Social Security	20	5.2	12	10.7
Child support	109	28.3	2	1.8
JTPA	74	19.2	20	17.9
Donations	25	6.5	12	10.7
Part/full-time employment	92	23.9	38	33.9
Other	61	15.8	43	38.4
Average number of missing cases =	1		0	
Average response percent =		99.7		100.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Length of time as a single parent or homemaker:				
Under 1 month	9	2.4	1	1.1
Under 1 year	76	20.0	5	5.3
1 - 2 years	98	25.8	6	6.4
3 - 5 years	105	27.6	13	13.8
6 - 8 years	39	10.3	6	6.4
Over 8 years	53	13.9	63	67.0
Total	380	100.0	94	100.0
Missing cases =	6		18	
Response percent =		98.4		83.9
Previous employment outside the home?				
Yes	344	90.1	96	85.7
No	38	9.9	16	14.3
Total	382	100.0	112	100.0
Missing cases =	4		0	
Response percent =		99.0		100.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Length of time since last employment:				
Under 6 months	44	15.5	12	13.3
6 months - 1 year	82	28.9	19	21.1
2 - 5 years	107	37.7	24	26.7
Over 5 years	51	18.0	35	38.9
Total	284	100.0	90	100.0
Missing cases =	102		22	
Response percent =		73.6		80.4
Areas of current and past employment:				
Clerical	142	36.9	39	34.8
Sales	172	44.7	39	34.8
Child care	60	15.6	25	22.3
Medical/health care	73	19.0	28	25.0
Management	51	13.2	12	10.7
Non-traditional	21	5.5	2	1.8
Food service	166	43.1	43	38.4
Volunteer work	65	16.9	23	20.5
Housekeeping	92	23.9	28	25.0
Mechanics	12	3.1	1	0.9
Building trades	8	2.1	3	2.7
Truck driving	9	2.3	1	0.9
Farming	31	8.1	7	6.3
Protective service	10	2.6	1	0.9
Other	80	20.9	25	22.5
Average number of missing cases =	1		0	
Average response percent =		99.7		100.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Hours work outside the home per week:				
Under 8 hours	39	26.7	8	26.7
8 - 16 hours	33	22.6	6	20.0
17 - 24 hours	24	16.4	7	23.3
25 - 32 hours	17	11.6	3	10.0
33 - 40 hours	23	15.8	4	13.3
Over 40 hours	10	6.8	2	6.7
Total	146	100.0	30	100.0
Missing cases =	240		82	
Response percent =		37.8		28.8
Housing:				
Own their home	70	18.2	63	57.3
Rent	241	62.6	36	32.7
Live with others	74	19.2	11	10.0
Total	385	100.0	110	100.0
Missing cases =	1		2	
Response percent =		99.7		98.2

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Credit Rating:				
Yes	169	44.6	62	55.9
No	210	55.4	49	44.1
Total	379	100.0	111	100.0
Missing cases =	7		1	
Response percent =		98.2		99.1
Car ownership:				
Yes, monthly payments	93	24.2	35	31.3
Yes, paid in full	169	43.9	63	56.3
No	123	31.9	14	12.5
Total	385	100.0	112	100.0
Missing cases =	1		0	
Response percent =		99.7		100.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Transportation to school:				
Drive	286	74.7	84	77.8
Bus	20	5.2	0	0.0
Carpool	61	15.9	23	21.3
Walk	6	1.5	0	0.0
Other	20	5.2	1	0.9
Total			108	100.0
Missing cases =	3		4	
Response percent =		99.2		96.4
Miles (one way) travel to school each day:				
0 - 5	117	30.8	26	24.3
6 - 10	73	19.2	17	15.9
11 - 15	62	16.3	19	17.8
Over 15	128	33.7	45	42.1
Total	380	100.0	107	100.0
Missing cases =	6		5	
Response percent =		98.4		95.5

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Weekly transportation expense:				
Under $5.00	52	13.8	18	17.0
5.01 - $10.00	115	30.5	30	28.3
10.01 - $15.00	81	21.5	16	15.1
15.01 - $20.00	64	17.0	22	20.8
Over $20.00	65	17.2	20	18.9
Total	377	100.0	106	100.0
Missing cases =	9		6	
Response percent =		97.7		94.6
Barriers to completing an educational program:				
Feel too old	38	9.9	13	11.6
Lack transportation	75	19.5	15	13.4
Inconvenient schedule	55	14.3	10	8.9
Classes not relevant	14	3.6	1	0.9
Tuition cost	173	44.9	38	33.9
Cost of materials	181	47.0	39	34.8
Afraid of failing	94	24.4	30	26.8
Lack of information regarding available programs	54	14.0	16	14.3
Lack of information regarding single parent services	107	27.8	11	9.8
Cost of clothing	160	41.6	31	27.7
Child care cost	168	43.6	15	13.4
Time required to complete program	92	23.9	24	21.4
Time away from earning	130	33.8	25	22.3
Guilt about leaving children	106	27.5	25	22.3
Child illness or handicap	50	13.0	8	7.1
Average number of missing cases =	1		0	
Average response percent		99.7		100.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Aids to program completion:				
Emotional support from peers	171	44.4	44	39.3
Family counseling	79	20.5	16	14.3
Assertiveness training	102	26.5	19	17.0
Short term job skill training	122	31.7	36	32.1
Long term career development	104	27.0	25	22.3
Assessment of job skills etc.	107	27.8	32	28.6
Refresher courses	113	29.4	25	22.3
Child care help	193	50.1	21	18.8
Financial aid	299	77.7	68	60.7
Flexible schedule of education programs	135	35.1	32	28.6
Work/study programs	163	42.3	30	26.8
Job hunting skills course	149	38.7	34	30.4
Career counseling	132	34.3	31	27.7
Support services available from a central agency	75	19.5	12	10.7
Job placement	261	67.8	70	62.5
Legal advisement	109	28.3	16	14.3
Help finding housing	124	32.2	5	4.5
Tutoring services	106	27.5	18	16.1
Average number of missing cases =	1		0	
Average response percent =		99.7		100.0
Areas where require financial assistance:				
Tuition	262	68.1	71	64.0
Child care	209	54.3	18	16.2
Transportation	236	61.3	57	51.4
Living expenses	268	69.6	54	48.2
Average number of missing cases =	1		1	
Average response percent =		99.7		99.1

Table 2

Career Awareness of Single Parents and Homemakers

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Parents' occupations influenced career choice:				
Yes	44	11.6	9	8.1
No	336	88.4	102	91.9
Total	380	100.0	111	100.0
Missing cases =	6		1	
Response percent =		98.4		99.1
How became interested in current career:				
Vocational counseling	46	12.1	9	8.4
Testing	31	8.1	5	4.7
Knew someone	86	22.7	23	21.5
TV, radio, etc.	26	6.9	6	5.6
Other	227	59.9	64	59.8
Total	*		107	100.0
Missing cases =	7		5	
Response percent =		98.2		95.5

*A few respondents chose more than 1 answer, so totals were purposely omitted.

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
Will be employed at completion of program:				
Yes	207	54.6	62	56.4
No	10	2.6	1	0.9
Unsure	162	42.7	47	42.7
Total	379	100.0	110	100.0
Missing cases =	7		7	
Response percent =		98.2		98.2

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Skills developed at home useful in new occupation:				
Yes	209	56.5	78	75.0
No	161	43.5	26	25.0
Total	370	100.0	104	100.0
Missing cases =	16		8	
Response percent =		95.9		92.9
Will new occupation provide a liveable wage?				
Yes	330	89.9	89	88.1
No	37	10.1	12	11.9
Total	367	100.0	101	100.0
Missing cases =	19		11	
Response percent =		95.1		90.2

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Anticipated hourly wage:				
0 - $5	79	21.0	23	22.5
5.01 - $8	194	51.6	59	57.8
8.01 - $10	54	14.4	12	11.8
10.01 - $15	32	8.5	7	6.9
Over $15	17	4.5	1	1.0
Total	376	100.0	102	100.0
Missing cases =	10		10	
Response percent =		97.4		91.1
Aware of sex equity laws:				
Yes	293	77.7	92	84.4
No	84	22.3	17	15.6
Total	377	100.0	109	100.0
Missing cases =	9		3	
Response percent =		99.7		97.3

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Aware of limitations that make them unsuited for chosen career:				
Yes	107	28.5	30	28.8
No	268	71.5	74	71.2
Total	375	100.0	104	100.0
Missing cases =	11		8	
Response percent =		97.2		92.9
Did high school training help in decision regarding current career?				
Yes	76	20.1	17	16.3
No	303	79.9	87	83.7
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9
Why chose current career:				
Employment potential	41	10.8	9	8.9
Own interest	101	26.6	26	25.7
Both of the above	206	54.4	59	58.4
Neither of the above	31	8.2	7	6.9
Total	379	100.0	101	100.0
Missing cases =	7		11	
Response percent =		98.2		90.2

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
Considered a career in the following areas:				
Math and physical science	30	7.9	7	6.3
Engineering and applied science	40	10.5	6	5.5
Medical and life sciences	86	22.6	24	21.8
Medically related	203	53.6	69	62.7
Business analytic	83	22.3	23	21.3
Business administration	148	39.2	39	35.5
Visual and performing arts	93	24.6	16	14.8
Literary and legal	106	28.1	32	29.1
Education and human welfare	212	55.8	40	36.7
Technical	40	10.5	16	14.4
Crafts and trades	73	19.2	21	19.1
Agriculture and forrestry	45	11.8	6	5.5
Mechanics and operators	55	14.5	15	13.8
Attendants, helpers, loaders	66	17.4	18	16.4
Clerical	237	62.4	72	64.9
Personal and protective services	119	31.4	37	33.3
Sales and display	103	27.1	26	23.4
Sports and entertainment	65	17.2	12	10.8
Average number of missing cases =	7		2	
Average response percent =		98.1		98.2
Considered attaining a higher degree since program enrollment:				
Yes	320	84.4	88	83.0
No	59	15.6	18	17.0
Total	379	100.0	106	100.0
Missing cases =	7		6	
Response percent =		98.2		94.6

Table 3

Self-Esteem of Single Parents and Homemakers

KEY: SD = Strongly disagree
MD = Mildly disagree
NAD = Neither agree or disagree
MA = Mildly agree
SA = Strongly agree

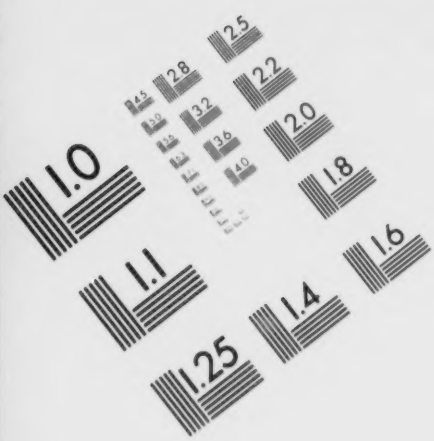
	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I find it hard to talk to strangers:				
SD	152	39.8	41	38.3
MD	74	19.4	11	10.3
NAD	48	12.6	18	16.8
MA	78	20.4	27	25.2
SA	30	7.9	10	9.3
Total	382	100.0	107	100.0
Missing cases =	4		5	
Response percent =		99.0		95.5
I lack confidence with people:				
SD	116	30.4	24	22.6
MD	83	21.7	33	31.1
NAD	52	13.6	11	10.4
MA	97	25.4	27	25.5
SA	34	8.9	11	10.4
Total	382	100.0	106	100.0
Missing cases =	4		6	
Response percent =		99.0		94.6

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
I feel confident in social situations:				
SD	41	10.7	9	8.6
MD	59	15.4	36	34.3
NAD	60	15.7	12	11.4
MA	135	35.3	30	28.6
SA	87	22.8	18	17.1
Total	382	100.0	105	100.0
Missing cases =	4		7	
Response percent =		99.0		93.8
I am easy to like:				
SD	13	3.4	4	3.8
MD	28	7.4	5	4.8
NAD	55	14.5	19	18.1
MA	130	34.2	30	28.6
SA	154	40.5	47	44.8
Total	380	100.0	105	100.0
Missing cases =	6		7	
Response percent =		98.4		93.8

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I get along well with other people:				
SD	15	3.9	3	2.9
MD	15	3.9	2	1.9
NAD	17	4.5	9	8.6
MA	122	32.0	30	28.6
SA	212	55.6	61	58.1
Total	381	100.0	105	100.0
Missing cases =	5		7	
Response percent =		98.7		93.8
I make friends easily:				
SD	19	5.0	2	1.9
MD	19	5.0	9	8.6
NAD	36	9.4	6	5.7
MA	133	34.9	38	36.2
SA	174	45.7	50	47.6
Total	381	100.0	105	100.0
Missing cases =	5		7	
Response percent =		98.7		93.8

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
When I'm with other people, I lose self-confidence:				
SD	133	34.8	35	33.3
MD	86	22.5	18	17.1
NAD	57	14.9	10	9.5
MA	81	21.2	30	28.6
SA	25	6.5	12	11.4
Total	382	100.0	105	100.0
Missing cases =	4		7	
Response percent =		99.0		93.8
I find it difficult to make friends:				
SD	186	48.7	43	41.0
MD	85	22.3	20	19.0
NAD	44	11.5	15	14.3
MA	47	12.3	21	20.0
SA	20	5.2	6	5.7
Total	382	100.0	105	100.0
Missing cases =	4		7	
Response percent =		99.0		93.8

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I am a reasonably good conversationalist:				
SD	13	3.4	1	1.0
MD	32	8.4	13	12.4
NAD	60	15.8	20	19.0
MA	161	42.5	38	36.2
SA	113	29.8	33	31.4
Total	379	100.0	105	100.0
Missing cases =	7		7	
Response percent =		98.2		93.8
I am popular with people my own age:				
SD	21	5.5	8	7.7
MD	34	8.9	11	10.5
NAD	101	26.4	22	21.2
MA	129	33.8	38	36.5
SA	97	25.4	25	24.0
Total	382	100.0	104	100.0
Missing cases =	4		8	
Response percent =		99.0		92.9



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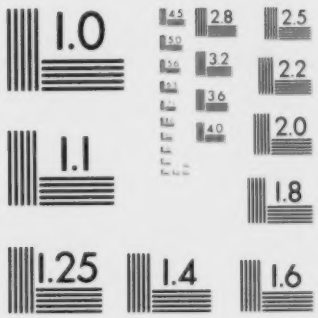

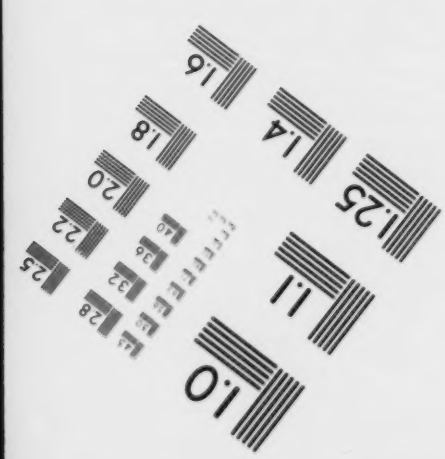

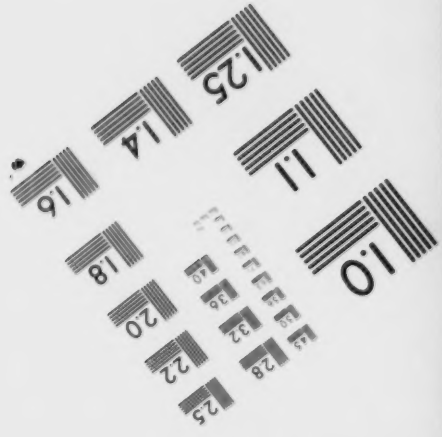

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	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I enjoy myself at social functions:				
SD	18	4.7	7	6.7
MD	21	5.5	15	14.3
NAD	46	12.1	13	12.4
MA	148	38.9	38	36.2
SA	147	38.7	32	30.5
Total	380	100.0	105	100.0
Missing cases =	6		7	
Response percent =		98.4		93.8
I usually say the wrong thing when I talk to people:				
SD	113	29.7	33	31.4
MD	111	29.1	20	19.0
NAD	82	21.5	12	11.4
MA	55	14.4	30	28.6
SA	20	5.2	10	9.5
Total	381	100.0	105	100.0
Missing cases =	5		7	
Response percent =		98.7		93.8

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
I am uninteresting:				
SD	158	41.6	41	39.0
MD	92	24.2	14	13.3
NAD	64	16.8	25	23.8
MA	46	12.1	19	18.1
SA	20	5.3	6	5.7
Total	380	100.0	105	100.0
Missing cases =	6		7	
Response percent =		98.4		93.8
I am boring:				
SD	200	52.5	52	49.5
MD	79	20.7	14	13.3
NAD	51	13.4	22	21.0
MA	34	8.9	15	14.3
SA	17	4.5	2	1.9
Total	381	100.0	105	100.0
Missing cases =	5		7	
Response percent =		98.7		93.8

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
People do not find me interesting:				
SD	154	40.5	41	39.0
MD	82	21.6	17	16.2
NAD	82	21.6	26	24.8
MA	42	11.1	16	15.2
SA	20	5.3	5	4.8
Total	380	100.0	105	100.0
Missing cases =	6		7	
Response percent		98.4		93.8
I am nervous with strangers:				
SD	102	26.7	26	25.0
MD	67	17.5	20	19.2
NAD	73	19.1	14	13.5
MA	101	26.4	32	30.8
SA	39	10.2	12	11.5
Total	382	100.0	104	100.0
Missing cases =	4		8	
Response percent =		99.0		92.9

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I am good at making people feel at ease:				
SD	13	3.4	2	1.9
MD	17	4.5	6	5.8
NAD	59	15.6	16	15.4
MA	139	36.7	45	43.3
SA	151	39.8	35	33.7
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9
I am more shy than most people:				
SD	116	30.6	33	31.7
MD	76	20.1	22	21.2
NAD	70	18.5	15	14.4
MA	92	24.3	21	20.2
SA	25	6.6	13	12.5
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
I can hold people's interest:				
SD	10	2.6	6	5.8
MD	39	10.3	14	13.5
NAD	106	28.0	30	28.8
MA	148	39.2	39	37.5
SA	75	19.8	15	14.4
Total	378	100.0	104	100.0
Missing cases =	8		8	
Response percent =		97.9		92.9
I have a lot of personality:				
SD	12	3.2	6	5.8
MD	18	4.7	10	9.6
NAD	97	25.5	21	20.2
MA	136	35.8	40	38.5
SA	117	30.8	27	26.0
Total	380	100.0	104	100.0
Missing cases =	6		8	
Response percent =		98.4		92.9

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
I am fun to be with:				
SD	13	3.4	3	2.9
MD	10	2.6	7	6.7
NAD	78	20.6	30	28.8
MA	152	40.1	37	35.6
SA	126	33.2	27	26.0
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9
I like myself as a person:				
SD	14	3.7	3	2.9
MD	29	7.7	5	4.8
NAD	37	9.8	9	8.7
MA	128	33.9	38	36.5
SA	170	45.0	49	47.1
Total	378	100.0	104	100.0
Missing cases =	8		8	
Response percent =		97.9		92.9

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I am awkward in social situations:				
SD	88	23.3	26	25.0
MD	99	26.3	23	22.1
NAD	73	19.4	16	15.4
MA	91	24.1	31	29.8
SA	26	6.9	8	7.7
Total	377	100.0	104	100.0
Missing cases =	9		8	
Response percent =		97.7		92.9
I do not feel at ease with other people:				
SD	129	33.9	29	28.2
MD	98	25.8	27	26.2
NAD	64	16.8	17	16.5
MA	71	18.7	27	26.2
SA	18	4.7	3	2.9
Total	380	100.0	103	100.0
Missing cases =	6		9	
Response percent =		98.4		92.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
I am optomistic about my future:				
SD	24	6.3	8	7.7
MD	20	5.3	8	7.7
NAD	57	15.0	14	13.5
MA	120	31.7	26	25.0
SA	158	41.7	48	46.2
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9
I fall apart in a crisis situation:				
SD	137	36.1	54	51.9
MD	108	28.5	19	18.3
NAD	59	15.6	14	13.5
MA	53	14.0	15	14.4
SA	22	5.8	2	1.9
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
I have a feeling of aloneness:				
SD	78	20.6	36	34.6
MD	55	14.5	9	8.7
NAD	58	15.3	17	16.3
MA	112	29.6	29	27.9
SA	79	20.1	13	12.5
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9
I feel good about my ability to care for my family.				
SD	15	4.0	4	3.9
MD	33	8.7	6	5.9
NAD	36	9.5	12	11.8
MA	94	24.9	13	12.7
SA	200	52.9	67	65.7
Total	378	100.0	102	100.0
Missing cases =	8		10	
Response percent =		97.9		91.1

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I am confident about my ability to compete in the job market:				
SD	14	3.7	5	4.8
MD	37	9.8	9	8.7
NAD	47	12.4	14	13.5
MA	125	33.0	32	30.8
SA	156	41.2	44	42.3
Total	379	100.0	104	100.0
Missing cases =	7		8	
Response percent =		98.2		92.9
I cope well with stress:				
SD	29	7.7	9	8.7
MD	60	15.8	13	12.6
NAD	58	15.3	15	14.6
MA	133	35.1	36	35.0
SA	99	26.1	30	29.1
Total	379	100.0	103	100.0
Missing cases =	7		9	
Response percent =		98.2		92.0

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I feel confident about the impressions I make at job interviews:				
SD	16	4.2	4	3.9
MD	44	11.6	9	8.7
NAD	91	24.0	20	19.4
MA	132	34.8	42	40.8
SA	96	25.3	28	27.2
Total	379	100.0	103	100.0
Missing cases =	7		9	
Response percent =		98.2		92.0
I like the image I project:				
SD	15	3.9	5	4.8
MD	43	11.3	14	13.5
NAD	89	23.4	23	22.1
MA	134	35.3	36	34.6
SA	99	26.1	26	25.0
Total	380	100.0	104	100.0
Missing cases =	6		8	
Response percent =		98.4		92.9

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I am happy with my physical appearance:				
SD	56	14.7	14	13.5
MD	60	15.8	17	16.3
NAD	68	17.9	17	16.3
MA	108	28.4	34	32.7
SA	88	23.2	22	21.2
Total	380	100.0	104	100.0
Missing cases =	6		8	
Response percent =		98.4		92.9
I am satisfied with my present status in life:				
SD	133	35.3	24	23.1
MD	88	23.3	13	12.5
NAD	51	13.5	15	14.4
MA	63	16.7	33	31.7
SA	42	11.1	19	18.3
Total	377	100.0	104	100.0
Missing cases =	9		8	
Response percent =		97.7		92.9

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
My self-confidence has increased since my return to school.				
SD	10	2.7	3	2.9
MD	17	4.5	2	2.0
NAD	45	11.9	6	5.9
MA	94	24.9	37	36.3
SA	211	56.0	54	52.9
Total	377	100.0	102	100.0
Missing cases =	9		10	
Response percent =		97.7		91.1
With the new skills I am learning, I feel confident in finding employment.				
SD	7	1.9	1	1.0
MD	9	2.4	6	5.9
NAD	43	11.4	9	8.9
MA	125	33.1	28	27.7
SA	194	51.3	57	56.4
Total	378	100.0	101	100.0
Missing cases =	8		11	
Response percent =		97.9		90.2

	SINGLE PARENTS (N = 386)		HOMEMAKERS (N = 112)	
Status	Number	Percent	Number	Percent
I don't seem to fit in at school:				
SD	230	60.8	62	60.8
MD	68	18.0	17	16.7
NAD	38	10.1	10	9.8
MA	31	8.2	7	6.9
SA	11	2.9	6	5.9
Total	378	100.0	102	100.0
Missing cases =	8		10	
Response percent =		97.9		91.1
There are a lot of things about myself I would change if I could:				
SD	49	12.9	15	14.6
MD	73	19.2	18	17.5
NAD	62	16.3	13	12.6
MA	101	26.6	33	32.0
SA	95	25.0	24	23.3
Total	380	100.0	103	100.0
Missing cases =	6		9	
Response percent =		98.4		92.0

Status	SINGLE PARENTS (N = 386) Number	Percent	HOMEMAKERS (N = 112) Number	Percent
I am friendly:				
SD	3	0.8	4	3.8
MD	5	1.3	2	1.9
NAD	20	5.2	1	1.0
MA	79	20.7	28	26.9
SA	274	71.9	69	66.3
Total	381	100.0	104	100.0
Missing cases =	5		8	
Response percent =		98.7		92.9

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Table 4

Self Esteem Survey

Summary of Item Means for Single Parent and Homemaker Groups

Item	ITEM MEAN Single parents (N = 386)	Homemakers (N = 112)
I find it hard to talk to strangers.	3.63	3.43
I lack confidence with people.	3.39	3.30
I feel confident in social situations.	3.44	3.11
I am easy to like.	4.01	4.06
I get along well with other people.	4.31	4.37
I make friends easily.	4.11	4.19
When I'm with other people, I lose self-confidence.	3.58	3.32
I find it difficult to make friends.	3.97	3.69
I am a reasonably good conversationalist.	3.87	3.85
I am popular with people my own age.	3.65	3.60
I enjoy myself at social functions.	4.01	3.71
I usually say the wrong thing when I talk to people.	3.63	3.34
I am uninteresting.	3.85	3.62
I am boring.	4.08	3.94
People do not find me interesting.	3.81	3.69
I am nervous with strangers.	3.24	3.15
I am good at making people feel at ease.	4.05	4.01
I am more shy than most people.	3.44	3.39
I can hold people's interest.	3.63	3.41
I have a lot of personality.	3.86	3.69
I am fun to be with.	3.97	3.75
I like myself as a person.	4.09	4.20
I am awkward in social situations.	3.35	3.27
I do not feel at ease with other people.	3.65	3.50
I am optimistic about my future.	3.97	3.94
I fall apart in a crisis situation.	3.75	4.04
I have a feeling of aloneness.	2.86	3.25
I feel good about my ability to care for my family.	4.14	4.30
I am confident in my ability to compete in the job market.	3.98	3.97
I cope well with stress.	3.56	3.63
I feel confident about the impressions I make on job interviews.	3.65	3.77
I like the image I project.	3.68	3.61
I am happy with my physical appearance.	3.29	3.32
I am satisfied with my present status in life.	2.45	3.40
My self-confidence has increased since my return to school.	4.27	4.24
With the new skills I am learning, I feel confident in finding employment.	4.30	4.33
I don't seem to fit in at school.	4.26	4.20
There are a lot of things about myself I would change if I could.	2.68	2.68
I am friendly.	4.62	4.50

Single parent average item mean = 146.08/39 = 3.75
Homemaker average item mean = 144.77/39 = 3.72

CHAPTER IV

Discussion

DISCUSSION--single parent profile (demographics, needs, career awareness)

An analysis of the data yielded the following profile of the single parent enrolled in educational programs: (Note: The characteristics that follow were determined by calculating where 50% or more of the frequencies lie unless otherwise indicated.)

-- female

-- divorced

-- 22-35 years old

-- white

-- have attained a high school education or less

-- has been 1 to 10 ten years since last in school

-- father's highest educational attainment, some high school or less

-- mother's highest educational attainment, some high school or less

-- feel that there are educational programs available which will provide them with the training that they need to prepare for a job

-- are enrolled in traditional (49%) vocational programs

-- spend 21 - 30 hours/week at school

-- have at least one child under 4 and/or at least one child age 5 to 11 years (44%)

-- spend $0 - $40.00/week for child care

-- missed less than 1 day/month of school due to childhood illness

-- feel that school policies regarding absences accommodate their role as a single parent

-- have a yearly income of less than $5,000

-- sources of income:

  * alimony (4%)
  * AFDC (46%)
  * social security (5%)
  * child support (28%)
  * JTPA (19%)
  * donations (6%)
  * part-time/full-time employment (24%)
  * other (16%)

-- have been single parents for 5 years or less

-- have been employed outside the home

-- areas previously employed: (included frequencies of 20% or more)

  * clerical
  * sales
  * food service
  * housekeeping
  * other

-- 0 - 5 years since last employment

-- of the single parents who are currently working (38% based on response % for question #3 on the needs assessment questionnaire), the number of hours work/week is 24 or less

-- they rent their living quarters

-- do not have their own credit rating

-- own their own car, drive 15 miles or less to school and have weekly transportation expenses of less than $15

-- identify the following to be barriers to enrolling or staying enrolled in an educational program: (Frequencies of 20% or more included.)

  * tuition cost
  * cost of materials
  * afraid of failing
  * lack of information about available services
  * cost of clothing
  * time required to complete program
  * time from earning
  * guilt about leaving children

-- identified the following as services that would assist them in completing their program: (Frequencies of 20% or more included.)

* emotional support through peer groups
* family counseling
* assertiveness training
* short term job skill training
* long term career development
* assessment of job skills and abilities
* refresher courses
* child care help (50%)
* financial aid (78%)
* flexible schedule of educational programs
* work/study programs
* job hunting skills
* career counseling
* job placement services (68%)
* legal advisement
* help with housing
* tutoring services

-- Need financial services for the following:

* tuition
* child care
* transportation
* living expenses

-- had parents employed in traditional occupations/roles

-- feel career choice not influenced by parents' occupations

-- became interested in their chosen career predominately from ways other than vocational counseling, testing, personal contacts, TV, radio, etc.

-- expect to be able to find employment at the end of their training

-- feel that skills learned at home are useful to the new occupation

-- believe that the new occupation will provide a liveable wage

-- expect to earn $8.00 or less/hour

-- are aware of sex equity laws

-- are not aware of any limitations which might make them unsuited for their chosen career

-- feel that high school training did not help in their career decision

-- decided on their current career because of the employment potential and own interest

-- have considered a career in the following areas: (included areas with frequencies of 20% or more)

* medical and life sciences
* medically related
* business analytic
* business administration
* visual and performing arts
* literary and legal
* education and human welfare
* clerical
* personal and protective services
* sales and display

-- have considered working toward a higher degree since enrollment in their program

DISCUSSION--homemaker profile (demographics, needs, career awareness)

An analysis of the data yielded the following profile of the homemaker enrolled in educational programs: (Note: The characteristics that follow were determined by calculating where 50% or more of the frequencies lie unless otherwise indicated.)

-- female

-- married

-- 22 - 35 years old

-- white

-- have attained a high school education or less

-- has been more than 10 years since last in school

-- father's highest educational attainment, completed 8th grade or less

-- mother's highest educational attainment, some high school or less

-- feel that there are educational programs available which will provide them with the training that they need to prepare for a job

-- are enrolled in traditional (47%) vocational programs

-- spend 26 - 30 hours/week at school

-- has one child age 5 - 11 (44%)

-- spends under $10/week for child care

-- missed less than 1 day/month of school due to childhood illness

-- feel that school policies regarding absences accommodate their roles

-- have yearly incomes of $7,500 or less

-- sources of income:

* alimony (1%)
* AFDC (7%)
* social security (11%)
* child support (2%)
* JTPA (18%)
* donations (11%)
* part-time/full-time employment (34%)
* other (38%)

-- have been homemakers for over 8 years

-- have been previously employed

-- areas previously employed: (included frequencies of 20% or more)

* clerical
* sales
* child care
* medical/health care
* management
* food service
* volunteer work
* housekeeping
* other

-- 0 - 5 years since last employment

-- of the homemakers that are currently working (27% based on response % for question #23 on the needs assessment questionnaire), the number of hours they work/week is 24 or less

-- own their home

-- have their own credit rating

-- own their own car, drive 15 miles or less to school and have weekly transportation expenses of less than $15

-- identify the following to be barriers to enrolling or staying enrolled in an educational program: (Frequencies of 20% or more included.)

* tuition cost
* cost of materials
* afraid of failing
* cost of clothing
* time required to complete program
* time from earning
* guilt about leaving children

-- identified the following as services that would assist them in completing their program: (Frequencies of 20% or more included.)

  * emotional support through peer groups
  * short term job skill training
  * long term career development
  * assessment of job skills
  * refresher courses
  * financial aid
  * flexible schedule of educational programs
  * work/study programs
  * job hunting skills
  * career counseling
  * job placement

-- need financial services for the following:

  * tuition
  * transportation
  * living expenses (48%)

-- had parents employed in traditional occupations/roles

-- feel career choice not influenced by parents' occupations

-- became interested in their chosen career predominately from ways other than vocational counseling, testing, personal contacts, TV, radio, etc.

-- expect to be able to find employment at the end of their training

-- feel that skills learned at home are useful to the new occupation

-- believe that the new occupation will provide a liveable wage

-- expect to earn $8.00 or less/hour

-- are aware of sex equity laws

-- are not aware of any limitations which might make them unsuited for their chosen career

-- feel that high school training did not help in making their career decision

-- decided on their current career because of the employment potential and own interest

-- have considered a career in the following areas: (included areas with frequencies of 20% or more)

* medical and life science
* medically related
* business analytic
* business administration
* literary and legal
* education and human welfare
* clerical
* personal and protective services
* sales and display

-- have considered working toward a higher degree since enrollment in their program

DISCUSSION--self-esteem of single parents and homemakers

The results for single parents (sp) and homemakers (h) are almost identical in this section, therefore, they will be discussed simultaneously.

Based on the following five point scale, the derived average item means of 3.75 and 3.72 indicate an above average self-esteem rating for single parents and homemakers, if one assumes that a score of 3.0 is average. (See table 4 page 80.)

1 2 3 4 5

low self-esteem high self-esteem

These scores came as somewhat of a surprise, since we were expecting, based on previous research indicating the general low self-esteem of these groups, to find scores of less than 3. There are two plausible explanations for the discrepancy between the expected and resultant scores:

1. Past research has neglected to differentiate between the self-esteem of individuals just beginning, or prior to entering, a program and the self-esteem of individuals at program completion.
2. The educational system has positively influenced the self-esteem of single parents and homemakers.

If one accepts alternative number 1, a score greater than 3 does not seem unreasonable. Subjects in our study were most likely in

the process of emotional adjustment and, therefore, had already made some progress along the self-esteem continuum. This rationale, in addition, suggests the feasibility of alternative number 2. To further support assertion number 2, notice the high item means calculated for questions 35 and 36--4.27 (sp), 4.24 (h) and 4.30 (sp), 4.33 (h) respectively. (These questions relate to an increased self-confidence since returning to school.)

Since the single parents and homemakers completing these surveys were in different types of programs, as well as, different stages of program completion, it is virtually impossible to determine to what extent the educational system influenced our findings. Future researchers might control for the educational system variable by administering a survey within the first day or two of the beginning of a program and again after a specified period of time. An administration procedure of this type would enable researchers to determine entry-level self-esteem, which would be somewhat generalizable to the total population of single parents and homemakers in Kentucky. In addition, researchers could also measure the degree to which the educational system increases self-esteem.

COMPARISON OF SINGLE PARENT AND HOMEMAKER SURVEY RESULTS BY PROJECT OBJECTIVE

The purpose of this section is to condense further the profile of the single parent and homemaker and to compare their similarities and differences by project objective.

OBJECTIVE 1 Developed a demographic profile.

	Single Parent	Homemaker
sex	female	female
age	22-35	22-35
marital status	divorced	married
race	white	white
education	high school or less	high school or less
children	small children	small children

OBJECTIVE 2 Determined the kinds of programs they are enrolled in--e.g. vocational, self-esteem, etc.

Program	Single Parent	Homemaker
vocational	70%	63%
GED	4%	3%
self-awareness	4%	13%
other	23%	21%

OBJECTIVE 3 Determined work history.

Both single parents and homemakers have had employment experience. They are either currently employed (single parents 38%, homemakers 27%) or have been within the last five years. It comes as no surprise that the areas these women have worked are areas traditionally occupied by women--clerical, sales, housekeeping etc.

The figures indicating the percentage of single parents and homemakers that are currently employed were based on the response percent for question 23 on the needs assessment portion of the questionnaire which is: "If employed outside the home, how many hours do you work each week?" It was assumed that all individuals who were currently employed responded to this question. The response to this question, however, does not concur with information obtained from question 18 of the needs assessment questionnaire which addresses sources of income. Twenty-four percent of the single parents and 34 percent of the homemakers indicated that part/full-time employment was a source of income.

OBJECTIVE 4 Assessed self-confidence.

(See Discussion--self-esteem of single parents and homemakers page 91.)

OBJECTIVE 5 Determined time devoted to school and work.

The typical single parent spends between 21 and 30 hours/week at school. Thirty-eight percent have jobs, as well, which require them to work up to 24 hours/week.

The typical homemaker is very similar. She attends school between 26-30 hours/week and 27 percent are currently working up to 24 hours/week.

OBJECTIVE 6 Determined personal and educational needs related to successful program completion and if these needs are being met.

FINANCIAL: Both groups need assistance, but single parents need it more.

Both single parents and homemakers have grave financial needs--single parent yearly incomes are typically below $5,000 and homemaker yearly incomes are under $7,500.

Single parents spend as much as $40/week for child care. In a most extreme case, based on 50 weeks/year, $2000 out of a $5000 income might go to child care expenditures ($5000 - [50 wks x $40/wk]) leaving only $3,000 left to meet living expenses. This is far below the federal guidelines marking the income level for determining poverty.

CHILD CARE: Single parents need assistance, homemakers don't.

Fifty percent of the single parents identified child care as being a needed service. As just mentioned, this group also spends as much as 40% of their income on child care related expenses.

The homemaker group also has young children, however, they did not mention child care as a service that was greatly needed. In addition, they indicated that less than $10/week is expended for child care. It is probably a safe assumption to conclude that the

homemakers (who are for the most part married) have help from their spouse with child care, thereby reducing the need for obtaining outside help.

EMOTIONAL: Both groups need support.

Both single parents and homemakers could benefit from some form of counseling designed to address their fear of failing and guilt about leaving their children. They also indicated that emotional support from peers would be helpful. Single parents, but not homemakers, indicated a need for family counseling, as well.

EDUCATION/JOB PREPARATION: Both groups need assistance.

Single parents and homemakers expressed a need for job skill training, career development, job skill assessments, job hunting skills, job placement services and career counseling. They also indicated that refresher courses would be helpful, although homemakers generally had been out of the educational system longer than single parents. A flexible schedule of educational programs, as well as, work/study programs were considered valuable services. Generally speaking, both groups felt that there are educational programs that can provide them with the skills they need.

OBJECTIVE 7 Determined costs associated with staying in school.

Costs	Single Parents	Homemakers
tuition	X	X
materials	X	X
time required to complete program	X	X
time from earning	X	X
child care	X	
transportation	X	X
living expenses	X	X

OBJECTIVE 8 Determined career awareness.

Single parents and homemakers seem to have somewhat realistic expectations about future employment and earnings. They state that they are aware of sex equity laws and decided on their current career because of the employment potential and own interest. There seems to be some discrepancy, however, between their stating that employment potential (which would include earnings potential) was a major factor in their career decision, when in fact they almost without exception chose traditional careers that are by no means competitive with regards to salary with the non-traditional occupations. This fact has two implications: Either they are not aware of some of their vocational options, or they are aware but continue to choose the traditional occupations because of other factors such as role expectations by theirself and others.

OBJECTIVE 9 Compared the educational and vocational backgrounds of the groups' parents to the target groups.

Single parents and homemakers seem to be closely following the footsteps of their parents with respect to education and job preparation. Their parents typically attained less than a high school education. The single parent/homemaker groups exhibited slightly higher educational accomplishments, as expected--most completed high school.

Parents typically occupied traditional occupations/roles--fathers blue collar workers, mothers homemakers. The single parent/homemaker groups similarly show interest and are enrolled in traditional vocational programs. Although both single parent/homemaker groups state that their career decision was not influenced by their parents' occupations, the fact that they so closely follow the trend set by their parents suggests that they may in fact have been influenced, if only subconsciously.

OBJECTIVE 10 Assessed school absentee policies and the number of days missed due to their children's illness or handicap.

Both groups feel that school absentee policies accommodate their roles. It was surprising to discover that on the average, less than one school day/month was missed due to a child's illness or handicap. Of the comments that were offered related to school policies being made to be more accommodating, most dealt with more lenient absentee policies that allowed students to make up work.

One student indicated that it would be helpful if the "employability summary" indicated why a student was absent instead of merely indicating the absence.

CHAPTER V

Recommendations

RECOMMENDATIONS

1. Single parent/homemaker program directors should recognize that although in many ways single parents and homemakers are alike, some of their needs may be different. Directors could survey their students using the same instrument designed for this study, determine the characteristics and needs of their group and design their programs accordingly.
2. Single parents and homemakers need to be encouraged to pursue non-traditional occupations. This could be accomplished in the following manner:
   -- provide opportunities for women who are working in non-traditional occupations to talk with students.
   -- encourage the educational community to work with business and industry in an attempt to educate them regarding sex equity issues, dispell myths related to women who work in male dominated occupations and stress the benefits of hiring women.
   -- give single parents/homemakers opportunities to experiment with different occupational areas. Again, this could be a cooperative effort between business and industry. Single parents/homemakers could work as "helpers" for skilled craftspeople to get a real "taste" of what these occupations entail.
   -- stress the economic advantages of pursuing a non-traditional career.

-- conduct workshops so single parents/homemakers are aware of their own feelings related to sex stereotyping and use this as a basis for attitude adjustment.

-- work with the business community to establish positions for women who wish to enter non-traditional jobs.

3. Single parent/homemaker programs should attempt to provide assistance with school related expenses--tuition, books, child care, transportation, etc.

4. Single parent/homemaker programs should attempt to provide emotional support to these students via family counseling, assertiveness training, group counseling sessions and any other process which will bring these individuals together so that they will naturally select their own individual support groups.

5. Single parent/homemaker programs should attempt to provide assistance with meeting living expenses. This could entail counseling students regarding money management, as well as, providing students with stipends. Care needs to be taken so that the policy for distributing awards does not discourage individuals that have the opportunity to work from securing employment.

6. A study should be designed to determine entry level self-esteem and the level of self-esteem at program completion to evaluate program effectiveness. (See the discussion of self-esteem section, page 91 for further discussion.)

7. A study should be designed to determine why single parents/homemakers continue to pursue traditional occupations when non-traditional choices would provide more economic autonomy. Do students choose traditional occupations because of lack of awareness and exposure to non-traditional areas? Is one exposure to the idea of choosing a non-traditional career as effective as multiple exposures?
8. Single parent/homemaker funding and policy-making agency personnel should not decide program policy based on this research alone. They should familiarize themselves with the vast resources available to them via professional journals, technical reports etc. so that they will fully understand the complexity of single parent/homemaker problems, as well as, recommend solutions.
9. A study should be designed to examine why single parents/homemakers who are not working are unemployed and if those that are working part-time would work more hours if given the opportunity. For example: Can single parents/homemakers not find employment or can they not afford to take jobs that pay minimum wage, because if they do, it will mean some other avenue of financial support will be forfeited.

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APPENDIX A

Agencies contacted by type

Agencies Contacted by Type

Type	Number Contacted	Number Participated	Percent Participated
Vocational Education Centers/ Vocational-Technical Schools	93	15	16
High School Teen Parent Programs	1	1	100
Community Colleges/ Universities	12	7	58
County Board of Education Offices	4	3	75
Total	110	26	

Total Participation rate = 26/110 = 23%

Calculation % participated = $\frac{\text{\# participated for each type}}{\text{\# contacted for each type}}$

APPENDIX B

Panel of Experts

Panel of Experts

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APPENDIX C

Cover letter requesting participation

Department of Occupational Education

University of Louisville
Louisville, Kentucky 40292
(502) 588-6667

UNIVERSITY of LOUISVILLE

August 1, 1986

Dear

The University of Louisville, in conjunction with the Kentucky Board of Education, Department of Equal Educational Opportunity, is conducting a needs assessment survey on single parents and homemakers.

We are contacting post-secondary vocational schools to ask for their cooperation in this project.

This survey consists of a three part questionnaire. It will be administered to single parents and homemakers who are the head-of-household or sole support of the family. These individuals may be enrolled in either traditional or non-traditional vocational programs, career exploratory programs, career guidance programs or self-awareness programs.

The questionnaire will be administered on site by staff from the University of Louisville during the months of September and October, 1986. If you participate, we request that you assemble the individuals that meet the requirements as stated above.

If you would be interested in participating in this survey, please check the appropriate box on the enclosed form and return by September 1, 1986.

Thank you for your consideration and time spent on this matter.

Sincerely,

Keith Bayne
Project Director

KB/dbd

Enclosure

APPENDIX D

Questionnaires and administration procedures

Note: Since the homemaker questionnaire is essentially identical to the single parent questionnaire except for the first page, only page one of the homemaker survey is included.)

QUESTIONNAIRE

A NEEDS ASSESSMENT OF SINGLE PARENTS

This questionnaire is for single parents. To qualify as a single parent you must:

-- be not married, divorced, widowed, legally separated or married but living apart from spouse.

-- have dependent children under 18 years of age living in your home at least 50% of the time.

If you do not meet the above requirements, please do not complete this form.

DIRECTIONS: Please place one check on the appropriate line beside each question unless otherwise instructed.

Disregard numbers in ( ).

1. Single Parent

_____ Divorced (1)
_____ Widowed (2)
_____ Separated (3)
_____ Never Married (4)
_____ Married but living apart from spouse (5)

2. Age

_____ 16 - 21 (1)
_____ 22 - 35 (2)
_____ 36 - 50 (3)
_____ 51 years and over (4)

3. Sex

_____ Male (1)
_____ Female (2)

4. Race

_____ White (1)
_____ Black (2)
_____ Other (3)

5. Mark the box which corresponds to your highest level of educational achievement. Do not count current program enrollment.

_____ Less than grade 8 (1)
_____ Completed grade 8 (2)
_____ Some high school (3)
_____ GED (4)
_____ Completed high school (5)
_____ A technical, trade or business school (6)
_____ College 1 year (7)
_____ College 2 years (8)
_____ College 3 years (9)
_____ College 4 years (0)

6. How many years has it been since you were last in school?

_____ less than 1 year (1)
_____ 1 - 5 years (2)
_____ 6 - 10 years (3)
_____ more than 10 years (4)

7. What is the highest grade in school completed by your parents (or guardians)? (Place one check under each column)

Father	Mother	
_____	_____	Less than grade 8 (1)
_____	_____	Completed grade 8 (2)
_____	_____	Some high school (3)
_____	_____	GED (4)
_____	_____	Completed high school (5)
_____	_____	A technical, trade or business school (6)
_____	_____	College 1 year (7)
_____	_____	College 2 years (8)
_____	_____	College 3 years (9)
_____	_____	College 4 years (0)

8. Are educational programs available which would provide the training you need to prepare for a job?

_____ Yes (1)
_____ No (2)

9. In which of the following programs are you presently enrolled?

_____ Vocational (1)
_____ GED (2)
_____ Self-awareness (3)
_____ Other (4)

10. Traditional means that almost all of the students enrolled in a program are of the same sex as yourself. eg. A secretarial program is a traditional program for a woman. If this is a vocational program, is it considered

_____ for a male/female (1)
_____ Non-Traditional (2)
_____ Traditional (3)

11. How many hours do you spend at school? (per week)

_____ 1 - 15 hrs. (1)
_____ 16 - 20 hrs. (2)
_____ 21 - 25 hrs. (3)
_____ 26 - 30 hrs. (4)

12. Number of dependent children eighteen years of age or younger. (Indicate a # for each age group.)

_____ ages 1 - 4 years
_____ ages 5 - 11 years
_____ ages 12 - 18 years

13. What do you spend each week for child care?

_____ less than $10.00 (1)
_____ $10.01 - $25.00 (2)
_____ $25.01 - $40.00 (3)
_____ $40.01 - $60.00 (4)
_____ $60.01 - $80.00 (5)
_____ $80.01 - $100.00 (6)
_____ over $100.00 (7)

14. How many days of school have you missed due to illnesses of your children? (average # of days per month)

_____ 0 days (1)
_____ 1 - 2 days (2)
_____ 3 - 5 days (3)
_____ 6 - 10 days (4)
_____ more than 10 days (5)

15. Do school policies regarding absences accomodate your role as a single parent?

_____ Yes (1)
_____ No (2)

16. If No, in what way could policies be changed to be more accomodating?

_____
_____
_____

17. How much is your yearly income?

_____ Less than $5,000 (1)
_____ $5,001 - $7,500 (2)
_____ $7,501 - $10,000 (3)
_____ $10,001 - $12,000 (4)
_____ $12,001 - $15,000 (5)
_____ $15,001 - $20,000 (6)
_____ Over $20,000 (7)

18. Source of income (Check all that apply).

_____ Alimony
_____ AFDC
_____ Social Security
_____ Child Support
_____ JTPA
_____ Donations (Friends/Relatives)
_____ Part-time/full-time employment
_____ Other

19. How long have you been a single parent?

_____ Less than 1 month (1)
_____ Less than 1 year (2)
_____ 1 - 2 years (3)
_____ 3 - 5 years (4)
_____ 6 - 8 years (5)
_____ Over 8 years (6)

20. Have you ever been employed outside the home?

_____ Yes (1)
_____ No (2)

21. If you have been or are currently employed outside the home, check those areas in which you have worked?

_____ Clerical
_____ Sales
_____ Child Care
_____ Medical/Health Care
_____ Management
_____ Non-traditional
_____ Food service
_____ Volunteer work
_____ Housekeeping
_____ Mechanics
_____ Building trades
_____ Truck driving
_____ Farming
_____ Protective Services (fire, police etc.)
_____ Other (Please Specify) _____

22. If not working outside the home, how long has it been since your last employment?

_____ less than 6 months (1)
_____ 6 mo. - 1 year (2)
_____ 2 - 5 years (3)
_____ over 5 years (4)

23. If employed outside the home, how many hours do you work each week?

_____ less than 8 hrs. (1)
_____ 8 - 16 hours (2)
_____ 17 - 24 hours (3)
_____ 25 - 32 hours (4)
_____ 33 - 40 hours (5)
_____ over 40 hours (6)

24. Do you:

_____ Own your own home (1)
_____ Rent (2)
_____ Live with parents, relatives or friends (3)

25. Do you have your own credit rating?

_____ Yes (1)
_____ No (2)

26. Do you own your own car?

_____ Yes (monthly car payment) (1)
_____ Yes (Paid for) (2)
_____ No (3)

27. How do you usually get to school?

_____ Drive (1)
_____ Bus (2)
_____ Carpool (3)
_____ Walk (4)
_____ Other (5)

28. How many miles (one way) do you travel to school each day?

_____ 0 - 5 (1)
_____ 6 - 10 (2)
_____ 11 - 15 (3)
_____ More than 15 (4)

29. How much does it cost you to get to school each week?

_____ Less than $5.00 (1)
_____ $5.01 - $10.00 (2)
_____ $10.01 - $15.00 (3)
_____ $15.01 - $20.00 (4)
_____ Over $20.00 (5)

30. The following are barriers which may be impediments to either enrolling or staying enrolled in a program. Check the ones you feel apply to your situation.

_____ Feel too old
_____ Lack transportation
_____ Inconvenient schedule
_____ Classes not relevant
_____ Tuition cost
_____ Cost of materials
_____ Afraid of failing
_____ Lack of information concerning available programs
_____ Lack of information regarding services for single parents
_____ Cost of clothing
_____ Child care cost
_____ Time required to complete program
_____ Time away from earning
_____ Guilt about leaving children
_____ Child illness or handicap

31. Check as many of the following that you feel would help you achieve completion of your program.

_____ Emotional support through peer groups
_____ Family counseling
_____ Assertiveness training
_____ Short-term job skill training programs
_____ Long-term career development
_____ Assessment of job skills and abilities
_____ Refresher courses in basic academic skills
_____ Child care help
_____ Financial aid
_____ Flexible schedule of educational programs
_____ Work/study programs
_____ Job hunting skills included in program
_____ Career counseling
_____ Support services available from a central agency
_____ job placement
_____ legal advisement
_____ help in finding adequate housing
_____ tutoring services

32. Which of the following areas do you require financial aid or assistance? (Check all that apply.)

_____ Tuition
_____ Child Care
_____ Transportation
_____ Living Expenses

33. List services not already mentioned which you feel are needed in order to complete your program. (List on the back page of the survey.)

CAREER AWARENESS INVENTORY FOR SINGLE PARENTS

1. My father's occupation is/was _____

2. My mother's occupation is/was _____

3. My career choice was influenced by my parents' occupations.

_____Yes (1)
_____No (2)

4. How did you become interested in the career you've chosen?

_____Vocational Counseling (1)
_____Testing (2)
_____Someone I knew in the occupation (3)
_____T.V., Radio, Newspaper (4)
_____Other (5)

5. Will you be able to become employed at the end of your program?

_____Yes (1)
_____No (2)
_____Unsure (3)

6. Are skills you developed at home useful in your new occupation?

_____Yes (1)
_____No (2)

7. Will the occupation provide a liveable wage for you and your family?

_____Yes (1)
_____No (2)

8. What hourly wage do you expect to earn when you become employed?

_____0-$5 (1)
_____5.01-$8 (2)
_____8.01-$10 (3)
_____10.01-$15 (4)
_____Over $15 (5)

9. Are you aware of sex equity laws?

_____Yes (1)
_____No (2)

10. Are you aware of any limitations which might make you unsuited for the job you've chosen?

_____Yes (1)
_____No (2)

11. Did high school training help in your decision of a career?

_____Yes (1) If yes, please specify_____
_____No (2) _____

12. Why did you choose your current career?

_____Employment potential (1)
_____Own Interest (2)
_____Both of the above (3)
_____Neither of the above (4)

13. Have you considered a career in the following areas:

	(1) YES	(2) NO
MATH & PHYSICAL SCIENCE RESEARCH (eg. chemist, physicist, oceanographer, mathematician)	___	___
ENGINEERING & APPLIED SCIENCE (eg. chemical, electrical, mechanical, civil, industrial engineer, systems analyst, applied statistician, meteorologist)	___	___
MEDICAL & LIFE SCIENCES (eg. medical doctor, dentist, physiologist, soil scientist, veterinarian)	___	___
MEDICALLY RELATED (eg. occupational therapist, nurse, dental hygienist, medical technologist, pharmacist)	___	___
BUSINESS-ANALYTIC (eg. appraiser, bursar or controller, cost accountant, credit analyst)	___	___
BUSINESS ADMINISTRATION (eg. bank manager, business manager, police chief, transportation supervisor, personnel manager)	___	___
VISUAL AND PERFORMING ARTS (eg. art director, commercial artist, musician, interior decorator)	___	___
LITERARY & LEGAL (eg. book critic, librarian, editor, lawyer, reporter)	___	___
EDUCATION AND HUMAN WELFARE (eg. teacher, college professor, counselor, social worker)	___	___

13. cont.	(1) YES	(2) NO
TECHNICAL (eg. food and beverage analyst, photo-engraver, air traffic controller)	___	___
CRAFTS & TRADES (eg. auto mechanic, dressmaker, electrician)	___	___
AGRICULTURE & FORESTRY (eg. dairy farmer, farm foreman, fish and game warden, landscape artist)	___	___
MECHANICS & OPERATORS (eg. bulldozer operator, bus driver, drill press operator, sewing machine operator)	___	___
ATTENDANTS, HELPERS, LOADERS (eg. cannery worker, waiter, waitress, longshoreman, parking lot attendant)	___	___
CLERICAL (eg. cashier, file clerk, bank teller, stenographer, typist)	___	___
PERSONAL & PROTECTIVE SERVICES (eg. cook, hostess, hair stylist)	___	___
SALES & DISPLAY (eg. car rental clerk, hi-fi salesperson, life insurance salesperson, sales clerk)	___	___
SPORTS & ENTERTAINMENT (eg. actor, announcer, athelete, dancer)	___	___

14. Have you considered working toward a higher degree since you have been enrolled in your program?

_____Yes (1)
_____No (2)

SURVEY OF SELF-ESTEEM

DIRECTIONS: Please circle one response for each statement using the following scale:

SD--Strongly disagree (strong, negative feeling about the statement)

MD--Mildly disagree (less concern, but still a negative feeling about the statement)

NAD--Neither agree or disagree (an ambivalent feeling about the statement)

MA--Mildly agree (less concern, but still a positive feeling about the statement)

SA--Strongly agree (strong, positive feeling about the statement)

	Disregard numbers in ( ).	(1)	(2)	(3)	(4)	(5)
1.	I find it hard to talk to strangers.	SD	MD	NAD	MA	SA
2.	I lack confidence with people.	SD	MD	NAD	MA	SA
3.	I feel confident in social situations.	SD	MD	NAD	MA	SA
4.	I am easy to like.	SD	MD	NAD	MA	SA
5.	I get along well with other people.	SD	MD	NAD	MA	SA
6.	I make friends easily.	SD	MD	NAD	MA	SA
7.	When I am with other people, I lose self-confidence.	SD	MD	NAD	MA	SA
8.	I find it difficult to make friends.	SD	MD	NAD	MA	SA
9.	I am a reasonably good conversationalist.	SD	MD	NAD	MA	SA
10.	I am popular with people my own age.	SD	MD	NAD	MA	SA
11.	I enjoy myself at social functions.	SD	MD	NAD	MA	SA
12.	I usually say the wrong thing when I talk to people.	SD	MD	NAD	MA	SA
13.	I am uninteresting.	SD	MD	NAD	MA	SA
14.	I am boring.	SD	MD	NAD	MA	SA
15.	People do not find me interesting.	SD	MD	NAD	MA	SA
16.	I am nervous with strangers.	SD	MD	NAD	MA	SA

		(1)	(2)	(3)	(4)	(5)
17.	I am good at making people feel at ease.	SD	MD	NAD	MA	SA
18.	I am more shy than most people.	SD	MD	NAD	MA	SA
19.	I can hold people's interest.	SD	MD	NAD	MA	SA
20.	I have a lot of personality.	SD	MD	NAD	MA	SA
21.	I am fun to be with.	SD	MD	NAD	MA	SA
22.	I like myself as a person.	SD	MD	NAD	MA	SA
23.	I am awkward in social situations.	SD	MD	NAD	MA	SA
24.	I do not feel at ease with other people.	SD	MD	NAD	MA	SA
25.	I am optimistic about my future.	SD	MD	NAD	MA	SA
26.	I fall apart in a crisis situation.	SD	MD	NAD	MA	SA
27.	I have a feeling of aloneness.	SD	MD	NAD	MA	SA
28.	I feel good about my ability to care for my family.	SD	MD	NAD	MA	SA
29.	I am confident in my ability to compete in the job market.	SD	MD	NAD	MA	SA
30.	I cope well with stress.	SD	MD	NAD	MA	SA
31.	I feel confident about the impressions I make on job interviews.	SD	MD	NAD	MA	SA
32.	I like the image I project.	SD	MD	NAD	MA	SA
33.	I am happy with my physical appearance.	SD	MD	NAD	MA	SA
34.	I am satisfied with my present status in life.	SD	MD	NAD	MA	SA
35.	My self-confidence has increased since my return to school.	SD	MD	NAD	MA	SA
36.	With the new skills I am learning, I feel confident in finding employment.	SD	MD	NAD	MA	SA
37.	I don't seem to fit in at school.	SD	MD	NAD	MA	SA
38.	There are a lot of things about myself I would change if I could.	SD	MD	NAD	MA	SA
39.	I am friendly.	SD	MD	NAD	MA	SA

QUESTIONNAIRE

A NEEDS ASSESSMENT OF DISPLACED HOMEMAKERS

A homemaker is an individual who has worked primarily in the care of children and/or the home who needs marketable skills in order to enter the work force. We are interested in homemakers that meet any of the following criteria:

--has no children.
--has children 18 years of age or older.
--has children under 18 years of age, is married, currently unemployed, and has a family income of less than $10,000/year.

If you do not meet the above requirements, please do not complete this survey.

DIRECTIONS: Please place one check on the appropriate line beside each question unless otherwise instructed. Disregard numbers in ( ).

1. I am a homemaker who is:

_____ Divorced (1)
_____ Widowed (2)
_____ Separated (3)
_____ Married (4)
_____ Married with a disabled spouse (5)

2. Age

_____ 16 - 21 (1)
_____ 22 - 35 (2)
_____ 36 - 50 (3)
_____ 51 years and over (4)

3. Sex

_____ Male (1)
_____ Female (2)

4. Race

_____ White (1)
_____ Black (2)
_____ Other (3)

5. Mark the box which corresponds to your highest level of educational achievement. Do not count current program enrollment.

_____ Less than grade 8 (1)
_____ Completed grade 8 (2)
_____ Some high school (3)
_____ GED (4)
_____ Completed high school (5)
_____ A technical, trade or business school (6)
_____ College 1 year (7)
_____ College 2 years (8)
_____ College 3 years (9)
_____ College 4 years (0)

PROCEDURE FOR ADMINISTERING THE SINGLE PARENT SURVEY

EXPLAIN PURPOSE:

Explain that the purpose of this survey is to develop a profile of the single parent who is trying to juggle school, work and childcare responsibilities. The survey is designed to 1) assess whether or not vocational education programs are meeting the needs of these special students and 2) determine what ways the educational system could better address the needs of single parents.

SOLICIT COOPERATION & THANK THEM FOR PARTICIPATING:

Explain that if the results of this survey are to be meaningful, these individuals must not underestimate the importance of their input. No one more than single parents understands the problems associated with being a single parent that is trying to get through school and maintain a family. Although it's true that any changes that might occur as a result of this survey will probably take place after these individuals have left the educational system, it is hoped that they will consider future single parents and feel pride in knowing that their contribution now (of time and effort) will help make life easier for future single parents trying to achieve their educational goals.

EXPLAIN DIRECTIONS:

1) Distribute 1 questionnaire to each single parent.

2) Review the directions and stress the necessity of the individuals meeting the criteria of a single parent.

3) Encourage the individuals to take as long as they need to complete the survey. (It should take no longer than an hour; however, there is no time limit.)

4) Encourage the individuals to ask for clarification of any questions as necessary.

PLEASE RETURN THE SURVEYS IMMEDIATELY IN THE SELF-ADDRESSED, POSTAGE-PAID ENVELOPE THAT WAS PROVIDED. THE RESULTS OF THIS SURVEY WILL BE MADE AVAILABLE THROUGH THE OFFICE OF VOCATIONAL EDUCATION BY THE SPRING OF 87.

THANK YOU FOR YOUR HELP!

PROCEDURE FOR ADMINISTERING THE HOMEMAKER SURVEY

EXPLAIN PURPOSE:

Explain that the purpose of this survey is to develop a profile of the homemaker. The survey is designed to 1) assess whether or not vocational education programs are meeting the needs of these special students and 2) determine what ways the educational system could better address the needs of homemakers.

SOLICIT COOPERATION & THANK THEM FOR PARTICIPATING:

Explain that if the results of this survey are to be meaningful, these individuals must not underestimate the importance of their input. No one more than homemakers understands the problems associated with being a homemaker that is trying to get through school so they can obtain the marketable skills needed to be employed in a paid occupation. Although it's true that any changes that might occur as a result of this survey will probably take place after these individuals have left the educational system, it is hoped that they will consider future homemakers and feel pride in knowing that their contribution now (of time and effort) will help make life easier for future homemakers trying to achieve their educational goals.

EXPLAIN DIRECTIONS:

1) Distribute 1 questionnaire to each homemaker.

2) Review the directions and stress the necessity of the individuals meeting the criteria of a homemaker. NOTE: Homemakers can be married or unmarried <u>except</u> when they have <u>dependent</u> children. In this case they must be married to qualify as a displaced homemaker because if they are single (divorced, widowed, legally separated), they are legally defined as a single parent.

3) Encourage the individuals to take as long as they need to complete the survey. (It should take no longer than 1/2 hour; however, there is no time limit.)

4) Encourage the individuals to ask for clarification of any questions as necessary.

PLEASE RETURN THE SURVEYS IMMEDIATELY IN THE SELF-ADDRESSED, POSTAGE-PAID ENVELOPE THAT WAS PROVIDED. THE RESULTS OF THIS SURVEY WILL BE MADE AVAILABLE THROUGH THE OFFICE OF VOCATIONAL EDUCATION BY THE SPRING OF 87.

THANK YOU FOR YOUR HELP!

APPENDIX E

Summary of fill-in-the-blank responses

and unsolicited comments by topic

Summary of fill-in-the-blank responses and
unsolicited comments by topic

SINGLE PARENT GROUP (N = 386)

Status	Number
Age:	
15 years old	3
Ways school policies could be changed to be more accommodating:	
More lenient absentee policies/ allowances for make-up work	97
Allow more vacation days	2
Hotline to help with child care	3
"Employability summary" should tell why student was absent	1
Additional sources of income:	
Pension	1
Grants	1
"Other" areas of current or past employment:*	
Factory	36
Tax work	2
Repair person	1
Engineering	1
Public employment	3
Unskilled	2
Security	2
Cosmetology	5
Mining	4
Modeling	2
Commercial service	3
Telephone operator	3
Electronics	1
Education	6
Social services	1
Graphics	2
Janitor	2

* Clarification of occupational categories:
factory--packer, welder, light industrial, bindery
public--park assistant; county/government employee
unskilled--cemetary, gas station attendant
education--exercise instructor, substitute teaching, teacher's aid and librarian, etc.
commercial service--cashier, bartender, florist

Status	Number
Services that are needed in order to complete a program:	
Instruction about personal hygiene	1
Instruction about displaying a professional image	2
Medical/insurance benefits	6
Clothing	1
School nursery	1
Longer time frame to complete course work	1
Better instruction	2
AFDC	3
Transportation assistance	2
Work/study program	1
Assistance with general school related expenses	2
Father's occupation:	
Mining	51
Management/business	13
Food service	9
Auto/mechanics	19
Building trades	49
Truck driving	26
Farming	20
Government/utilities	16
Protective services	6
Factory	32
Transportation	10
Skilled laborer	37
Professional	10
Military	15
Sales	13
Minister	6
Health care	1
Clerical	4
Housekeeping	3

Status	Number
Mother's occupation:	
Housewife	157
Clerical	41
Health care	36
Management	7
Food service	27
Housekeeping	21
Professional	1
Factory	35
Hairdresser	6
Sales	6
Construction	1
Teacher	6
Real estate	2
Taxi driver	1
Computer analyst	1
Farming	1
Army	1
How high school training helped in making career decision:	
Attending the following classes:	
Business	24
Math	4
Clerical	10
Child care	2
First aid	1
Health careers	6
Art	1
Homemaking	1
College prep	2
Language arts	2
Science	2
Social science	1
Drafting	1
Went to vocational school	2
Counseling	1
GED program	2

HOMEMAKER GROUP (N = 112)

Status	Number
Ways school policies could be changed to be more accommodating:	
More lenient absentee policy	15
School hours to correspond with children's school hours	1
Less homework	1
Give make-up period at end of program	1
More classes; longer class meetings	1
"Other" areas of current or past employment:	
Factory	17
Counseling	1
Radio	1
Painting	1
Teacher's aid	1
Teaching	2
Cleaning cars	1
General labor	1
Miner	1
Plant care	2

Father's Occupation: *

Factory	6
Farming	9
Truck driver	9
Mining	28
Protective service	2
Building trades	8
Military	5
Self-employed	2
Management	4
Real estate	2
Repair/service	2
Laborer	4
Supervisor	2
Public	6
Education	2
Machinist/welder	5
Mechanic	3
Janitor	1
Transportation	4
Food service	1
Minister	1
Sales	3
Equipment operator	3
Gardener	1

Mother's Occupation:

Homemaker	70
Food service	8
Health skilled/unskilled	6
Equipment operator	2
Factory	5
Education	2
Photographer	1
Housekeeping	3
Retail sales	2
Management	3
Sewing	1
Secretarial	3
Self-employed	1
Bank clerk	1
Hair dresser	1
Merchant	1

* Clarification of occupational categories:

building trades--heating/cooling contractor, carpenter, mason
public--street commissions, government contractor, city worker, etc.
education--college professor, school teacher
transportation--bus driver
food service--butcher